Scott Goldner University of Oregon Cumulative GPA: 3.78

Fall 2013

COURSE	INSTRUCTOR	GRADE	CREDIT UNITS	COMMENTS
Philosophy of Law		A+	4	
Psychology: Mind and Brain		A	4	
The Solar System		A-	4	
Writing II		B+	4	

Winter 2014

COURSE	INSTRUCTOR	GRADE	CREDIT UNITS	COMMENTS
Calculus I		C+	4	
Hatha Yoga I		Р	1	
Introduction to Accounting I		В	4	
Introduction to Business		A	4	

Spring 2014

COURSE	INSTRUCTOR	GRADE	CREDIT UNITS	COMMENTS
Calculus II		A-	4	
Intermediate Microeconomic Theory		A-	4	
Introduction to Accounting II		B+	4	
Managing Business Information		Р	4	The only available grading option that quarter was Pass/Fail

Fall 2014

COURSE	INSTRUCTOR	GRADE	CREDIT UNITS	COMMENTS
Intermediate Macroeconomic Theory		Α	4	
Introduction to Econometrics	I	B+	4	
Marketing Management		A	4	

Winter 2015

COURSE	INSTRUCTOR	GRADE	CREDIT UNITS	COMMENTS
Financial Management		A-	4	
Introduction to Econometrics		Α	4	
Leadership and Communication		Α	4	
Money & Banking		A	4	

Spring 2015

COURSE	INSTRUCTOR	GRADE	CREDIT UNITS	COMMENTS
International Finance		Α	4	
International Trade		Α	4	
Kundalini Meditation		Р	1	
Management: Value thru People		A	4	
Problems and Issues in Developing Economies		A	4	

Summer 2015

COURSE	INSTRUCTOR	GRADE	CREDIT UNITS	COMMENTS
Anthropology of Pirates and Piracy		Р	4	
Boot Camp		Р	1	
Issues in Economic Growth and Development		A+	4	
Labor Economics		A	4	
Monetary Policy		A+	4	
Race, Sex, and Hip-Hop		Р	4	
World Archaeology		Р	4	

February 28, 2022

The Honorable Michael Shea Abraham Ribicoff Federal Building and United States Courthouse 450 Main Street, Room 623 Hartford, CT 06103-3022

Dear Judge Shea:

I am writing in enthusiastic support of selecting Scott Goldner as a federal judicial clerk. Scott was one of the law school's top students and has a breadth of experience that would make him an asset to your chambers.

My confidence in Scott's abilities is largely based on the extraordinary research he did for me on a law review article that was ultimately published in the Stanford Law Review. I instructed Scott on the type of information I was interested in, and he did what any supervisor hopes for: he took initiative, went above and beyond the narrowly-assigned task, and delivered remarkably clear, well-organized reports that were easy to utilize. He was responsive, showed an impressive attention to detail, and met all deadlines.

In addition to being a strong researcher, Scott has extremely valuable professional experience. Since graduating he has been working in Brussels, Belgium on corporate finance matters at White & Case. While in law school he served as an intern for Magistrate Judge Youlee Yim You of the United States District Court for the District of Oregon. Further, he served as the Senior Online Editor for the Harvard National Security Journal, and externed at the National Nuclear Security Administration and in the Department of Justice's National Security Division Office for Victims of Overseas Terrorism, while taking courses at the law school's Washington D.C. campus. In short, he has substantive, meaningful experiences in diverse high-stakes environments.

Finally, it is worth noting that, having gotten to know Scott quite well, he is a pleasant person to engage with. I recommend him unqualifiedly and am happy to answer any further questions regarding his application.

Sincerely,

Joshua S. Sellers, J.D., Ph.D. Associate Professor of Law Arizona State University Sandra Day O'Connor College of Law joshua.sellers@asu.edu



Arizona State University

The Honorable Michael P. Shea
United States District Court for the District
Abraham Ribicoff Federal Building and
United States Courthouse
450 Main Street, Room 623
Hartford, CT 57104-6851

February 28, 2022

Re: Recommendation for Scott Goldner

Dear Judge Shea:

I write in support of Scott Goldner's applica student in my Contracts class in his first yeakept in touch with him over the years and have an even more impressive and well-rounded canda year ago. I highly recommend him.

I knew Scott better than most of the student participated frequently and attended of fice h confidence that is somewhat rare among first-ywhen he felt that he did not fully understand notoriously tricky for new law students, and jurisdictions. Scott came in fully prepared struck by the way he methodically analyzed th whether it was ambiguous; what consequences withe rules would apply at every step. The foll he came back again to make sure he understood In these meetings, he was detail-oriented, or being wrong and was very open to suggestions

Given his impressive level of effort, I was gin the class. He did well on both issue-spot tested his understanding of the formalist/functlear, and revealed a deep understanding of this not a writing course so I did not deeply so legal research. However, his examination was have seen since then confirm that Scott presen

Scott has an unusually open mind and can app Although he spent his most recent years in Ofluently. Much of his extended family is stiof work experience, from his current position law firm in Brussels, to various international

MC 9520 111 E. Taylor Street Phoenix, AZ 85004-4467 law.asu.edu Of course, as with most law students, much of that he has a broad foundation from which to

I think you will also enjoy working with Scot occurred on a Friday afternoon for me, but it He was working late into the night but had a learning and how much he enjoyed working with and English to others. An avid (and college-lof warmer weather to be able to get out on texperience has empowered him to get along well and maintain a positive attitude. In short, collaborative environment.

Please let me know if I can answer any questiad dre<u>Ksasipiosnanea. Mat</u>, s ummyu roaf@faiscue. epdhuone number is mobile phone is (323) 717-9579.

Best regards,

Kaiponanea Matsumura Associate Professor of Law

Sandra Day O'Connor College of Law

Arizona State University

Applicant Details

First Name Hannah
Last Name Grace

Citizenship Status
U. S. Citizen
Email Address
heg296@nyu.edu

Address Address

Street

107 West 74th St., Apt. 3R

City New York State/Territory New York

Zip 10023 Country United States

Contact Phone Number 617-893-0203

Applicant Education

BA/BS From Stanford University

Date of BA/BS June 2016

JD/LLB From New York University School of

Law

https://www.law.nyu.edu

Date of JD/LLB May 19, 2021

Class Rank School does not rank

Law Review/Journal Yes

Journal(s) Annual Survey of American Law

Moot Court Experience No

Bar Admission

Prior Judicial Experience

Judicial Internships/Externships **No**Post-graduate Judicial Law

Clerk

No

Specialized Work Experience

Recommenders

Guggenheim, Martin martin.guggenheim@nyu.edu 212-998-6460
Rosenblatt, Albert juro@hvc.rr.com 212-992-8936
Angelos, Claudia claudia.angelos@nyu.edu 212-998-6462

This applicant has certified that all data entered in this profile and any application documents are true and correct.

Hannah Grace 107 West 74th St., Apt. 3R New York, NY 10023

The Honorable Michael P. Shea U.S. District Court for the District of Connecticut 450 Main Street Hartford, CT 06103

Dear Judge Shea,

I am a first-year law clerk at Arnold & Porter Kaye Scholer LLP in New York, and I am writing to apply for a judicial clerkship in your chambers for the 2023-24 term.

I have enclosed my resume, law school transcript, undergraduate transcript, writing sample, and letters of recommendation. My writing sample, prepared during my externship at the ACLU through NYU's Racial Justice Clinic, is a memorandum of law regarding constitutional challenges to the exemption for agricultural laborers and domestic workers in the National Labor Relations Act.

Below, I have included the contact information for the professors who wrote my letters of recommendation. I can be reached by email at Hannah.Grace@law.nyu.edu or by phone at (617) 893-0203.

Thank you for your consideration.

Respectfully,

Hannah Grace

Harroh Gao

Recommenders

- 1. The Honorable Albert Rosenblatt, juro@hvc.rr.com, (212) 992-8936
- 2. Professor Claudia Angelos, Claudia. Angelos @nyu.edu, (212) 998-6462
- 3. Professor Martin Guggenheim, mfg1@nyu.edu, (212) 998-6460

HANNAH GRACE

107 West 74th St., Apt. 3R, New York, NY 10023 • hannah.grace@law.nyu.edu • (617) 893-0203

EDUCATION

NEW YORK UNIVERSITY SCHOOL OF LAW, New York, NY

J.D., May 2021

Honors: Annual Survey of American Law, Development Editor (2020-21); Staff Editor (2019-20)
Activities: Hon. Albert Rosenblatt, State Courts & Appellate Advocacy, Teaching Assistant

Professor Solmaz Firoz, Lawyering Program, Teaching Assistant

NYU Mediation Organization, Co-President

I-PREP (interview practice for job-seeking New Yorkers with disabilities), Vice President

Ending the Prison Industrial Complex, Treasurer

STANFORD UNIVERSITY, Stanford, CA

B.A., with Honors, in English, June 2016

Honors: Award of Excellence (2016)
Activities: Stanford Equestrian Team
Ravenswood Reads Tutoring

Study Abroad, University of Oxford (Winter 2015)

EXPERIENCE

ARNOLD & PORTER KAYE SCHOLER LLP, New York, NY

Law Clerk (General Litigation), November 2021 – Present; Summer Associate, June 2020 – July 2020

Conduct research and write memoranda and arguments for commercial litigation matters. Draft response to USPTO Office Actions and cease and desist letter. Conduct pro bono research for family defense organization. Assist with pro bono representation in housing court. Complete extensive litigation training program for new associates.

NEW YORK STATE OFFICE OF THE ATTORNEY GENERAL, New York, NY

Extern, Environmental Protection Bureau, August 2020 – May 2021

Assisted with environmental litigation, including environmental justice initiatives for childhood lead poisoning prevention and defense of NYS agency decisions under SEQRA and Article 78. Drafted motion for default judgment enforcing environmental conservation law against owner of petroleum storage unit. Conducted research on fossil fuel reduction and on application of federal statutes to potential environmental justice initiatives.

PROFESSOR COLLEEN CAMPBELL, NEW YORK UNIVERSITY SCHOOL OF LAW, New York, NY

Research Assistant, July 2020 - November 2020

Assisted with forthcoming interdisciplinary pieces of scholarship related to the history of medical distrust in the United States, informed consent, and California's Proposition 65. Cite checked and proofread articles.

RACIAL JUSTICE CLINIC, NEW YORK UNIVERSITY SCHOOL OF LAW, New York, NY

Clinic Participant, January 2020 – May 2020

Helped a person who was incarcerated successfully prepare for parole hearing. Assisted Racial Justice Program with research related to school-to-prison pipeline amicus brief and potential equal protection challenge to federal statute.

PROFESSOR HELEN HERSHKOFF, NEW YORK UNIVERSITY SCHOOL OF LAW, New York, NY

Research Assistant, May 2019 - December 2019

Researched cases regarding the federal government's waiver of sovereign immunity through the Tucker Act. Updated footnotes for treatise on civil practice and procedure to include most recent cases in federal courts of appeals.

CHILDREN'S RIGHTS, New York, NY

Legal Intern, May 2019 – July 2019

Assisted with federal class action litigation related to treatment of children in foster care and juvenile justice systems. Researched constitutional law issues, drafted discovery materials, and contributed to requests for information.

ADDITIONAL INFORMATION

Completed AmeriCorps VISTA term after college, working as a development coordinator for Reading Partners Silicon Valley, a childhood literacy nonprofit. Enjoy trying new recipes and practicing yoga.

BAR ADMISSION

Passed New York State bar examination (July 2021).

 Name:
 Hannah E Grace

 Print Date:
 11/10/2021

 Student ID:
 N10350752

 Institution ID:
 002785

 Page:
 1 of 2

New York Univers Beginning of School of La			Current Cumulative		<u>AHRS</u> 14.0 44.0	EHRS 14.0 44.0
Degrees Awarde						
Juris Doctor School of Law Major: Law	05/19/20	021	School of Law Juris Doctor Major: Law	Spring 2020		
Fall 2018 School of Law Juris Doctor Major: Law				9 pandemic, all spring 2020 graded on a mandatory CRE		LAW-
Lawyering (Year) Instructor: Tal Kastner	LAW-LW 10687	2.5 CR	Racial Justice Clinic Instructor:	Claudia Angelos	LAW-LW 10012	3.0 CR
Torts Instructor: Eleanor M Fox	LAW-LW 11275	4.0 B	Complex Litigation Instructor:	Troy A McKenzie	LAW-LW 10058	4.0 CR
Procedure Instructor: Samuel Issacharoff	LAW-LW 11650	5.0 A-	Professional Respond of Lawyers	nsibility and the Regulation	LAW-LW 11479	2.0 CR
Contracts Instructor: Liam B Murphy	LAW-LW 11672	4.0 B	Instructor: Teaching Assistant	Joseph E Neuhaus	LAW-LW 11608	1.0 CR
1L Reading Group Topic: The Warren Court-Great Cases	LAW-LW 12339	0.0 CR	Instructor: Teaching Assistant	Solmaz Firoz	LAW-LW 11608	0.0 CR
Instructor: Martin Guggenheim	AHRS	EHRS	Instructor:	Albert M Rosenblatt Daryl J Levinson		0.0 0.1
Current Cumulative	15.5 15.5	15.5 15.5	Racial Justice Clinic Instructor:		LAW-LW 11764	3.0 CR
Spring 2019				Dale E Ho	AHRS	EHRS
School of Law Juris Doctor Major: Law			Current Cumulative		13.0 57.0	13.0 57.0
Constitutional Law Instructor: Trevor W Morrison	LAW-LW 10598	4.0 A-		Fall 2020		
Lawyering (Year) Instructor: Tal Kastner	LAW-LW 10687	2.5 CR	School of Law Juris Doctor			
Legislation and the Regulatory State Instructor: Roderick M Hills	LAW-LW 10925	4.0 B	Major: Law Art Law		LAW-LW 10122	4.0 A-
Criminal Law Instructor: Kim A Taylor-Thompson	LAW-LW 11147	4.0 B+	Instructor: Child Parent and St	Amy M Adler ate	LAW-LW 11323	2.0 A
1L Reading Group Topic: The Warren Court-Great Cases	LAW-LW 12339	0.0 CR	Instructor: Research Assistant	Martin Guggenheim	LAW-LW 12589	2.0 CR
Instructor: Martin Guggenheim Financial Concepts for Lawyers	LAW-LW 12722	0.0 CR	Instructor: NYS OAG Social Ju	Colleen P Campbell stice Externship	LAW-LW 12601	3.0 CR
Current	<u>AHRS</u> 14.5	EHRS 14.5	Instructor: NYS OAG Social Ju Instructor:	Sandra Elizabeth Pullman stice Externship Seminar Sandra Elizabeth Pullman	LAW-LW 12602	2.0 A
Cumulative Fall 2019	30.0	30.0	Current	Sandra Elizabeth Fullinan	<u>AHRS</u> 13.0	EHRS 13.0
School of Law Juris Doctor			Cumulative		70.0	70.0
Major: Law Evidence	LAW-LW 11607	4.0 B	School of Law	Spring 2021		
Instructor: Daniel J Capra	LAW-LW 11607	1.0 CR	Juris Doctor Major: Law			
Teaching Assistant Instructor: Solmaz Firoz Property	LAW-LW 11008	4.0 B+	Annual Survey of Ar Federal Courts and		LAW-LW 10727 LAW-LW 11722	2.0 CR 4.0 CR
Instructor: Cynthia L Estlund State Courts and Appellate Advocacy Seminar		2.0 A	Instructor: NYS OAG Social Ju	Helen Hershkoff	LAW-LW 12601	3.0 CR
Instructor: Albert M Rosenblatt Individualization Under Law Seminar	LAW-LW 12712	2.0 A-	Instructor:	Sandra Elizabeth Pullman stice Externship Seminar	LAW-LW 12602	2.0 A
Instructor: Adam M Samaha Individualization under Law Seminar: Writing	LAW-LW 12725	1.0 A	Instructor: Writing About the La	Sandra Elizabeth Pullman	LAW-LW 12609	2.0 B+
Credit Instructor: Adam M Samaha			Instructor:	Ryan Goodman Jesse Howe Wegman		

 Name:
 Hannah E Grace

 Print Date:
 11/10/2021

 Student ID:
 N10350752

 Institution ID:
 002785

 Page:
 2 of 2

AHRS EHRS 13.0 13.0

 Current
 13.0
 13.0

 Cumulative
 83.0
 83.0

Staff Editor - Annual Survey of American Law 2019-2020
Development Editor - Annual Survey of American Law 2020-2021

End of School of Law Record

Unofficial

TRANSCRIPT ADDENDUM FOR NYU SCHOOL OF LAW JD & LLM STUDENTS

I certify that this is a true and accurate representation of my NYU School of Law transcript.

Grading Guidelines

The following guidelines represent NYU School of Law's current guidelines for the distribution of grades in a single course. Note that JD and LLM students take classes together and the entire class is graded on the same scale.

A+ = 0-2%	A = 7-13%	A- = 16-24%
B+ = 22-30%	B = Remainder	B- = 0-8% (First-Year JD); 4-11% (All other JD and LLM)
C/D/F = 0-5%	CR = Credit	IP = In Progress
EXC = Excused	FAB = Fail/Absence	FX = Failure for cheating
*** = Grade not ye	t submitted by faculty men	nber
Maximum for A ti	ier = 31%; Maximum grade	s above B = 57%

The guidelines for first-year JD courses are mandatory and binding on faculty members. In all other cases, they are advisory but strongly encouraged. These guidelines do not apply to seminar courses, defined for this purpose to mean any course in which there are fewer than 28 students taking the course for a letter grade.

NYU School of Law does not rank students and does not maintain records of cumulative averages for its students. For the specific purpose of awarding scholastic honors, however, unofficial cumulative averages are calculated by the Office of Records and Registration. The Office is specifically precluded by faculty rule from publishing averages and no record will appear upon any transcript issued. The Office of Records and Registration may not verify the results of a student's endeavor to define his or her own cumulative average or class rank to prospective employers.

Scholastic honors for JD candidates are as follows:

Pomeroy Scholar:Top ten students in the class after two semestersButler Scholar:Top ten students in the class after four semestersFlorence Allen Scholar:Top 10% of the class after four semesters

Florence Allen Scholar: Top 10% of the class after <u>four</u> semesters Robert McKay Scholar: Top 25% of the class after four semesters

Named scholar designations are not available to JD students who transferred to NYU School of Law in their second year or to LLM students.

Missing Grades

A transcript may be missing one or more grades for a variety of reasons, including: (1) the transcript was printed prior to a grade-submission deadline; (2) the student has made prior arrangements with the faculty member to submit work later than the end of the semester in which the course is given; and (3) late submission of a grade. Please note that an In Progress (IP) grade may denote the fact that the student is completing a long-term research project in conjunction with this class. NYU School of Law requires students to complete a Substantial Writing paper for the JD degree. Many students, under the supervision of their faculty member, spend more than one semester working on the paper. For students who have received permission to work on the paper beyond the semester in which the registration occurs, a grade of IP is noted to reflect that the paper is in progress. Employers desiring more information about a missing grade may contact the Office of Records & Registration (212-998-6040).

Class Profile

The admissions process for all NYU School of Law students is highly selective and seeks to enroll individuals of exceptional ability. The Committee on Admissions selects those candidates it considers to have the very strongest combination of qualifications and the very greatest potential to contribute to the NYU School of Law community and the legal profession. The Committee bases its decisions on intellectual potential, academic achievement, character, community involvement, and work experience. For the Class entering in Fall 2020 (the most recent entering class), the 75th/25th percentiles for LSAT and GPA were 172/167 and 3.9/3.7. Because of the breadth of the backgrounds of LLM students and the fact that foreign-trained LLM students do not take the LSAT, their admission is based on their prior legal academic performance together with the other criteria described above.

Updated: 9/14/2020

Undergraduate Unofficial Transcript

Leland Stanford Jr. University Stanford, CA 94305 USA

Name : Grace, Hannah Elizabeth

Student ID : 05815473

Print Date:	10/10/2	2016	*******	*****					2012-2013 W	intor			
		by authorized Stanford personnel		*		Course		<u>Title</u>	2012-2013 W		npted E	Earned	Grade
		***************************************		*****		ATHLETIC	37C		N CLUB TEAM			1.00	S
Academic Advis	sor: Casey,Eav	ran Boland				ATHLETIC	151	TOTAL BOD	Y WORKOUT	1.	00	0.00	W
		Stanford Degrees	Awarded			ECON	1A	Α	ORY ECONOMICS	5.	00	5.00	В
Degree	: Bac	helor of Arts						Gavin Wrigh	nt				_
Confer Date		2/2016				MATH	20	CALCULUS Christelle Vi	incent	3.	00	3.00	В
Plan Sub-Plan		lish with Honors ative Writing				PWR	1PB	WRITING & I SUPREME C	RHETORIC 1: COURT RHETORIC	4.	00	4.00	A-
		Academic Pro	gram			TUBE	47	Paul Bator	SE MANUALO THE		••	400	
Program 03/10/2016	: Eng	dergraduate Matriculated lish with Honors (BA) ative Writing (Subplan)				THINK	17	WORLD Michael Hur	RE-MAKING THE	4.	00	4.00	A-
						UG Term GPA	3.350		Term Totals	18.00	17.00		
						UG Cum GPA	3.528		Cum Totals	31.00	30.00		
Completed Program Advanced Placement Test Credit Applied Toward Undergraduate Matriculated Program 2012-2013 Autumn Scholastic Assessment Test II Latin 0.00 Total Quarter Units Posted: 0.00					2012-2013 Sp								
Applied Tow	uard Undarara			<u>Course</u>		<u>Title</u>				arned	<u>Grade</u>		
Applica Ton	varu Oridorgiac	idate matriculated i rogiam				ATHLETIC	37C	EQUESTRIA Vanessa Ba	N CLUB TEAM	1.	00	1.00	S
0.1.1.1			tumn	,		ATHLETIC	76	KICKBOXINO		1.1	00	1.00	S
						ATTIELLIO	10	Michele Mai			••	1.00	Ü
		ect to restrictions.			J.00	ENGLISH	92	READING AND WRITING 5.00 POETRY		00	5.00	Α	
		Beginning of Acade	mia Dagard			MATH	04	John Evans			00	4.00	D
		beginning of Acade	illic necola .			MATH	21	CALCULUS Christelle Vi	incent	4.	00	4.00	В
		2012-2013 Autu				PSYCH	13N	EMOTION R		3.	00	3.00	Α
<u>Course</u>		<u>Title</u>	Attempted	Earned	<u>Grade</u>			James Gros					
ATHLETIC	37C	EQUESTRIAN CLUB TEAM Vanessa Bartsch	1.00	1.00	S	PSYCH	80	INTRODUCT PERSONALI SCIENCE	TON TO TY AND AFFECTIV	3. E	00	3.00	A+
ENGLISH	68N	MARK TWAIN AND AMERICAN CULTURE Shelley Fishkin	4.00	4.00	B+			Jeanne Tsa	i				
PSYCH	1	INTRODUCTION TO PSYCHOLOGY	5.00	5.00	A	UG Term GPA	3.793		Term Totals	17.00	17.00		
DELIGOT	4411	James Gross	0.00	0.00		UG Cum GPA	3.620		Cum Totals	48.00	47.00		
RELIGST	11N	THE MEANING OF LIFE: PHILOSOPHICAL, AESTHETIC, AND RELIGIOUS PERSPECTIVES Thomas Sheehan	3.00	3.00	A								
UG Term GPA	0.766	Tarm Tatala	200 120	1									
UG Term GPA UG Cum GPA	3.766 3.766		3.00 13.00 3.00 13.00										
od ouili ara	3./00	Guiii Tutais	10.00 13.00	,									

Information must be kept confidential and must not be disclosed to other parties without the written consent of the student.

Page 1 of 3

Leland Stanford Jr. University Stanford, CA 94305 USA

Undergraduate Unofficial Transcript

Name : Grace, Hannah Elizabeth

Student ID : 05815473

		2013-2014 Au	ıtumn					2013-2014 \$	Spring		
Course		<u>Title</u>	Attempted	Earned	<u>Grade</u>	Course		<u>Title</u>	Attempte	d Earned	<u>Grade</u>
ATHLETIC	37C	EQUESTRIAN CLUB TEAM Vanessa Bartsch	1.00	1.00	S	COMPLIT	11Q	SHAKESPEARE, PLAYING, GENDER	3.00	3.00	A
ENGLISH	160	POETRY AND POETICS Kenneth Fields	5.00	5.00	A	ENGLISH	100C	Patricia Parker LITERARY HISTORY III	5.00	5.00	A
ENGLISH	192	INTERMEDIATE POETRY WRITING	5.00	5.00	A+	PSYCH	75	Franco Moretti; Mark McGurl INTRODUCTION TO CULTUR PSYCHOLOGY	AL 5.00	5.00	Α
PSYCH	10	Greg Wrenn INTRODUCTION TO	5.00	5.00	A-			Hazel Markus			
101011	10	STATISTICAL METHODS: PRECALCULUS Guenther Walther	0.00	0.00	,	PWR	2RC	WRITING & RHETORIC 2: REI PILL OR BLUE PILL? : THE RHETORIC OF DRUGS	4.00	4.00	A
PSYCH	90	INTRODUCTION TO CLINICAL PSYCHOLOGY Ian Gotlib	3.00	3.00	A	RELIGST	199	Russ Carpenter INDIVIDUAL WORK Thomas Sheehan	3.00	3.00	A
UG Term GPA	4.000	Term Totals	19.00 19.0	10		UG Term GPA	4.000	Term Totals	20.00 20	0.00	
UG Cum GPA	3.732	Cum Totals	67.00 66.0	10		UG Cum GPA	3.808	Cum Totals	105.00 10	0.00	
		2013-2014 W	/inter					2014-2015 A	utumn		
<u>Course</u>		<u>Title</u>	Attempted	Earned	<u>Grade</u>	Course		<u>Title</u>	Attempte	d Earned	<u>Grade</u>
ATHLETIC	37C	EQUESTRIAN CLUB TEAM Vanessa Bartsch	1.00	1.00	\$	EDUC	100A	EAST HOUSE SEMINAR: CURRENT ISSUES AND DEBATES IN EDUCATION	1.00	1.00	S
ATHLETIC	184	YOGA/PILATES FUSION Nanci Conniff	1.00	1.00	S			Christine Wotipka			
EDUC	180	DIRECTED READING IN EDUCATION	2.00	2.00	A	EDUC	103A	TUTORING: SEEING A CHILD THROUGH LITERACY Connie Juel	4.00	4.00	Α
ENGLISH	100B	Connie Juel LITERARY HISTORY II	5.00	5.00	A	ENGLISH	100A	LITERARY HISTORY I	5.00	5.00	Α
		Blakey Vermeule; Nancy Rutten				ENOLIOLI	4450	Elaine Treharne; Stephen Orgi		F 00	
ENGLISH	192V	THE OCCASIONS OF POETRY Louise Gluck	5.00	5.00	A-	ENGLISH	115C	HAMLET AND THE CRITICS Ivan Lupic	5.00	5.00	Α-
RELIGST	188A	ISSUES IN LIBERATION: EL SALVADOR	4.00	0.00	W	ENGLISH	161	NARRATIVE AND NARRATIVE THEORY Alex Woloch	5.00	5.00	Α
		Kathleen Coll; Thomas Sheehar	1								
110 T 00A	0.075	T . T	10.00			UG Term GPA	3.921	Term Totals	20.00 20	0.00	
UG Term GPA UG Cum GPA	3.875 3.756	Term Totals Cum Totals	18.00 14.0 85.00 80.0			UG Cum GPA	3.827	Cum Totals	125.00 12	0.00	
		•						2014-2015 Oxford Oversea			
						Course		<u>Title</u>	Attempte	d Earned	<u>Grade</u>
						OSPOXFRD	195T	TUTORIAL IN LITERATURE Geoffrey Tyack	7.00	7.00	A
						OSPOXFRD	221Y	ART AND SOCIETY IN BRITAL Geoffrey Tyack	N 5.00	5.00	A
						UG Term GPA	4.000	Term Totals	12.00 12	2.00	

Information must be kept confidential and must not be disclosed to other parties without the written consent of the student.

Page 2 of 3

Leland Stanford Jr. University Stanford, CA 94305 USA

Undergraduate Unofficial Transcript

Name : Grace, Hannah Elizabeth

Student ID : 05815473

JG Cum GPA	3.844	Cum Totals	137.00 132.0	•				2015-2016 V	Mintor		
		2014-2015 Spi	rina			Course		ZU15-ZU16 V Title	Attempted	d Earned	Grade
<u>ourse</u>		Title	Attempted	Earned	Grade	ENGLISH	145G	AMERICAN FICTION SINCE	5.00	5.00	A-
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DUC	111	Nick Parlante THE YOUNG ADULT NOVEL: A	4.00	4.00	A	ENGLISH	197	SENIORS HONORS ESSAY Alice Staveley	5.00	5.00	A-
		LITERATURE FOR AND ABOUT ADOLESCENTS Jennifer Wolf				ENGLISH	198L	INDIVIDUAL WORK: LEVINTH TUTORIAL Eavan Boland	AL 5.00	5.00	A
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END OF TRANSCRIPT

Information must be kept confidential and must not be disclosed to other parties without the written consent of the student.

Page 3 of 3

January 10, 2022

The Honorable Michael Shea Abraham Ribicoff Federal Building and United States Courthouse 450 Main Street, Room 623 Hartford, CT 06103-3022

Dear Judge Shea:

I am writing this letter of recommendation on behalf of Hannah Grace, a member of the Class of 2021 of New York University School of Law in support of her application to be a judicial law clerk. I do so enthusiastically.

I know Ms. Grace very well. She was a student in my First Year Reading Group in her first year in law school. This was a small (ten student) group that met four times during the year. I got to know every student well and Hannah stood out as someone who always came to our meeting extremely well-prepared and eager to participate. Our group focused on critical decisions issued by the Warren Court. Student chose the class based on their interest in attending law school. Our focus was on civil rights and, particularly, on the Court's effort to constrain racist practices in southern states that resulted in black defendants ending up serving long prison terms. Hannah invariably made smart, incisive comments, substantially enhancing the discussion. I was very glad she was a member of the group and that I had the opportunity to work with her.

I got to know Hannah better this year (her third year) when she enrolled in my semester-long Child, Parent & State class. This was a two-hour class with an enrollment of about 40 students that focused on constitutional issues involving children and families. This particular year's class was very strong (taught for the first time virtually). I was pleasantly surprised that many students participated actively in class discussions. Among those students was Hannah, who stood out among many strong students as a very careful reader of cases and, even more impressively, as someone who very smartly showed connections to previously read cases or, as was often the case, contradictions with them. My goal as an instructor is to generate robust and complicated discussions on a variety of matters in most classes, helping the students see that their life experience matters when deciding many of the hard questions raised in the cases and appreciating that law, particularly law addressing the needs (and rights) of children. Hannah helped me achieve that by actively participating in class discussion and sharing her insights with the rest of us.

Hannah chose to write a paper to satisfy the course requirement instead of taking the exam, an option I offer all of the students which relatively few accept because it requires more concentrated work and effort. Hannah chose as her topic an endemic problem: the plight of children who "age out" of the foster care system in the United States without being adopted. It was an outstanding paper, easily deserving the "A" grade she received for it. The paper reflected Hannah's many strengths. The descriptive portion of the paper was carefully, even elegantly, written, clarifying for the reader both the depth and gravity of the problem. (An astonishing number of children are added to this category every year; the resources made available to them are practically non-existent; most significantly, their prospects for a successful, productive life are terrible.) In her words, "oung adults who exit the foster care system without permanency deserve a viable path to self-sufficiency and self-realization. Right now, that path is extremely narrow, if not nonexistent."

Hannah then focused on federal legislation enacted over the past generation, both carefully describing it and explaining its many shortfalls. I had a casual understanding of this picture, but I learned a great deal from Hannah's careful research, substantially increasingly my understanding of federal laws meant to focus on this population. By the end of the section, the reader is given a careful and thorough picture of what Congress has done and why it is inadequate.

Finally, Hannah proposed a series of changes in federal law designed to provide this population with a reasonable chance to thrive, all the while clarifying why everyone should want them to thrive, whether for humanitarian or utilitarian reasons. (The costs to society resulting from this population's lack of success is extremely high.) In my judgment, she very persuasively demonstrated the importance of radically reimagining government's responsibility to continue caring about these young people between the ages of 18 and 28 in a manner similar to how privileged people in their 20s are treated (technically adults but still dependent on their families). Young people who leave foster care without families, she explained, need the government to be more parent-like than current law permits.

I should also add that Hannah is a very engaging person with a terrific personality. I have invariably enjoyed speaking with her outside of class. Based on all I know about her, I highly recommend her as an extremely intelligent, hard-working, careful thinker who would serve very well as a judicial clerk.

If you have any questions, please feel free to contact me directly.

Respectfully yours,

Martin Guggenheim



New York University

A private university in the public service

School of Law Faculty of Law

40 Washington Square South, Room 310D

New York, NY 10012-1099 Telephone: (212) 992-8936 Facsimile: (212) 995-4341

E-mail: albert.rosenblatt@nyu.edu

Albert M. Rosenblatt
Judicial Fellow

December 6, 2021

RE: Hannah Grace, NYU Law '21

Dear Judge:

I write to you to wholeheartedly recommend Hannah Grace as a term clerk for your chambers. Hannah is a former student who excelled in my seminar, State Courts and Appellate Advocacy, at NYU School of Law in Fall 2019. We designed this course to give students insight into state-level advocacy, since so much of law school focuses on federal appellate level work, where few of our students will practice.

Hannah contributed meaningfully to the seminar's content, and was an excellent classmate and student throughout the course. Each year, I pick a case that the New York Court of Appeals will hear during the semester, and have the ten students brief both sides and argue both sides. Then, we moot the attorneys on the case with a panel of top judges from the New York State system, go to observe the argument at the Court of Appeals, and have each student write an opinion. When Hannah was in my seminar we took on People v. Thomas, 34 N.Y.3d 545 (2019). Hannah's grasp of the complex legal issue demonstrates her ability to be a productive and meaningful addition to your court.

Hannah is articulate, never hesitating to share her perspective even when espousing a unique viewpoint. At the same time, she is thoughtful and actively engages with her fellow students' arguments. During my course, Hannah went beyond the required action, read each student's brief, brought comments to class, and received her own feedback with interest and accuracy.

Importantly, Hannah brings a fine eye for detail to discussions, and presents sharp analysis on complex cases. I believe this skill will translate meaningfully to a successful clerkship, and her willingness to learn will ensure that she continues to mature her understanding of the law in your court.

Hannah's calm tone and confident presence in oral argument transfers well to discussions in class, and makes her a compelling speaker. We had several discussions in class about race, gender, bias, and the Law--all issues where emotion can overshadow

Hannah Grace, NYU Law '21 December 6, 2021 Page 2

clear legal arguments. Again, Hannah was calm, precise, and articulate, and presented supported arguments and responses to her peers' comments.

I highly recommend Hannah to serve as your clerk. I hope you will give her your highest consideration.

Sincerely, albufy Rosullat

Albert M. Rosenblatt



New York University

A private university in the public service

School of Law
Furman Hall
245 Sullivan Street
New York, New York 10012-1301
Telephone: (212) 998-6462
Fax: (212) 995-4031
Email: claudia.angelos@nyu.edu

Professor Claudia Angelos

Re: Hannah Grace, NYU Law '21 Clerkship Application

Your Honor:

I am very happy to recommend Hannah Grace, New York University School of Law Class of 2021, for a clerkship with Your Honor. I know Hannah, her abilities, and her accomplishments well. She is a talented, prodigious, and committed young woman who would be of enormous assistance in chambers.

Last spring, while in her second year at NYU Law, Hannah participated in the Racial Justice Clinic. Students in the Clinic work under my supervision in partnership with the American Civil Liberties Union on civil rights cases. They are also given the opportunity to represent people directly and individually in prison on a parole matter, an opportunity that Hannah happily seized. In seminar, our students complete a simulation program in federal litigation, study and critique various advocacy strategies for achieving racial justice and develop a foundational knowledge of race and law scholarship. I come to know each student's strength of intellect, talent for lawyering, and quality of character. Hannah Grace ranks high among the many gifted students I have taught over more than thirty years.

Hannah's work on her clinic cases case demonstrated many of her fine skills. She was responsible for representing a person serving a life sentence for a homicide on a parole matter. After spending many hours with her client and investigating his situation, she wrote an advocacy document that is excellent: well-organized, well-written, and highly effective. It also showed her meticulous attention to detail in both complex tasks and clerical ones, ensuring that her research was comprehensive and accurate and that her final product was error-free. In addition to handling this parole case quite independently, Hannah also was part of a team at the ACLU where she produced a very lengthy and excellent memorandum on the equal protection issues in one of their cases. Her research and writing were first-rate.

Hannah's contributions to our seminar sessions were equally valuable. Students write weekly memos on what was, I'm afraid, quite a bit of reading both in racial justice theory and in litigation strategy. I always looked forward to Hannah's papers, which revealed a close reading of

all the materials and showed insight and keen analysis. Her class participation was terrific; she added considerably to the quality of our discussions.

Finally, Hannah has great people skills. These were evident in the excellent professional relationship she developed with her parole client, whose background, ethnicity, and primary language were very different from hers. They were also evident in her excellent collaborations with other students in the class. Teams she was on always provided a better product thanks to her facilitation of their work. And Hannah is lovely to be around – good humored, respectful, generous and warm.

Hannah Grace is going to make a terrific clerk. She has the temperament, skill, and character to serve you well. Please let me know if you have any questions at all.

Very truly yours,

Claudia Angelos

Applicant Details

First Name Brett
Middle Initial T

Last Name Graham
Citizenship Status U. S. Citizen

Email Address btg26@georgetown.edu

Address

Address Street

434 Fifth Ave, Apt 932

City

Pittsburgh State/Territory Pennsylvania

Zip 15219 Country United States

Contact Phone Number

8564652868

Applicant Education

BA/BS From University of Michigan-Ann Arbor

Date of BA/BS April 2018

JD/LLB From Georgetown University Law Center

https://www.nalplawschools.org/ employer_profile?FormID=961

Date of JD/LLB May 23, 2021

Class Rank School does not rank

Law Review/Journal Yes

Journal of Law and Modern Critical Race

Perspectives

Moot Court Experience No

Bar Admission

Admission(s) Pennsylvania

Prior Judicial Experience

Judicial Internships/
Externships
Post-graduate Judicial
Law Clerk

No
Yes

Specialized Work Experience

Recommenders

Nager, Glen gdnager@jonesday.com 2028795464 Aguilera, Cecilia caguilera@fairelectionscenter.org Mikhail, John jm455@law.georgetown.edu

This applicant has certified that all data entered in this profile and any application documents are true and correct.

Brett Graham 434 Fifth Avenue, Apt. 932 Pittsburgh, PA 15219

February 9, 2022

The Honorable Michael P. Shea Abraham Ribicoff Federal Building & U.S. Courthouse 450 Main Street Courtroom 3 Hartford, CT 06103

Dear Judge Shea,

I am a 2021 graduate of Georgetown University Law Center. I write to apply for a clerkship in your chambers starting in August 2023, after I have completed my current two-year clerkship with Justice David Wecht of the Supreme Court of Pennsylvania.

I am confident that I would make a valuable contribution to your chambers. Since starting law school, I have navigated discovery issues and fast-paced motion practice as a summer intern, submitted my own briefing and presented oral argument to an immigration court as a student clinical representative, and honed my legal research skills as a faculty assistant for Professor John Mikhail. In my current role, I relish daily opportunities to put what I have learned to good use, and to challenge myself as I write opinions, consult with co-clerks, and review petitions for allowance of appeal. It would be an honor to continue this growth and service while contributing to your court's important work.

After clerking, I plan to litigate, working either as a public defender or for a civil rights nonprofit, with an eye on eventually landing in legal academia. As my resume demonstrates, I am passionate about voting rights and the immigration system. That said, my time with Justice Wecht has exposed budding interests in criminal and administrative law, which I hope to explore.

Enclosed, please find my application materials. Please let me know if I can provide any additional information. I can be reached by phone at 856-465-2868 or by email at brettgraham70@gmail.com. Thank you in advance for your consideration.

Respectfully,

Brett Graham

BRETT GRAHAM

434 Fifth Avenue Apt. 932, Pittsburgh, PA 15219 • (856) 465-2868 • brettgraham70@gmail.com

EDUCATION

Juris Doctor

GEORGETOWN UNIVERSITY LAW CENTER

Washington, D.C.

May 2021

GPA: 3.48

Journal: Georgetown Journal of Law and Modern Critical Race Perspectives (Articles Editor, Symposium Chair)

Activities: American Constitution Society (President, 2019–2021), Public Interest Fellow, Student Ambassador

Work Study: Research Assistant, E. Bennett Williams Law Library (2019–20), Dean John Mikhail (2020–2021)

Honors: ACS Next Generation Leader (2020), Dean's List (2019–2020), Special Pro Bono Pledge Recognition

for completing over 100 hours of pro bono work

UNIVERSITY OF MICHIGAN

Ann Arbor, MI

Bachelor of Arts, cum laude in Political Science and French with minor in History

Apr. 2018

GPA: 3.8

Honors: U-M nominee for Michel David-Weill national scholarship, Morris and Lola Wasserstein Scholar

Study Abroad: Sciences Po – Paris, Jan.–May 2017

EXPERIENCE

SUPREME COURT OF PENNSYLVANIA

Pittsburgh, PA

Law Clerk, Chambers of Justice David N. Wecht

Sept. 2021 - Sept. 2023

- Reviewed petitions for the allowance of appeal, making recommendations to the Justice on which to grant.
- Assisted chambers in writing published opinions on a wide variety of legal issues before the Court.
- Collaborated with co-clerks in preparing the Justice for oral arguments and court administration.

FAIR ELECTIONS CENTER

Washington, D.C.

Litigation Intern

May 2020 – Aug. 2020

- Composed original legal research to support voting rights litigation efforts in state and federal courts.
- Explored effects of the COVID-19 pandemic on ballot access in the run-up to the November 2020 election.

CENTER FOR APPLIED LEGAL STUDIES

Washington, D.C.

Student Legal Representative

January 2020 - Aug. 2020

- Successfully represented an asylum seeker in federal removal proceedings under the supervision of a clinic, as part of a team of twelve law students.
- Wrote briefs and motions, collected and compiled evidence, and learned mechanics of direct client services.

FEDERAL ELECTION COMMISSION

Washington, D.C.

Litigation Extern, Office of the General Counsel

May - Aug. 2019

- Drafted memoranda and sections of federal court legal briefs for a team of ten appellate attorneys.
- Analyzed issues of campaign finance law, evidence, and constitutional law in cases litigated nationwide.

PUBLICATIONS AND RESEARCH

Publications: Note, Do You Know Why You Stopped Me?: Information and Injury in the Fight Against Racialized Policing,

(forthcoming, GEO. J. L. & MOD. CRITICAL RACE PERSP., Fall 2021)

Article, Free and Equal: James Wilson's Elections Clause and Its Implications for Fighting Partisan Gerrymandering in State Courts, (forthcoming, ALBANY L. REV., Spring 2021)

Senior Thesis: Unmoored Youth: Violent Events, Young Voters, and the Phenomenon of Marine Le Pen in 2017 (April 2018)

LANGUAGES, OTHER SKILLS, & INTERESTS

- Fluent in French.
- Avid kayaker, crossword puzzler, and artist.

This is not an official transcript. Courses which are in progress may also be included on this transcript.

Record of: Brett Thomas Graham

GUID: 826770623

Course Level: Juris Doctor									
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This is not an official transcript. Courses which are in progress may also be included on this transcript.

Record of: Brett Thomas Graham

GUID: 826770623

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Academic Transcript of: GRAHAM, BRETT 50817047 14-Jun-2020 STUDENT ID NUMBER 8453691604 STATE OF MICHIGAN UIC UNIVERSITY OF MICHIGAN DEGREES AWARDED Undergraduate LS & A Grade Hours MSH **ECON** Principle Econ I **ECON** 108 Intro Micro Microeconomic Theory in the Major: News Minor: History Honors Degree: Bachelor of Arts, With Distinction HISTORY 376 **Epidemics** 26-APR-2018 HONORS 230 Honors Core SS Capitalisms

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POLSCI	307	Topics in Am Pol Tht	GAAL U	4.00	4.00	4.00	16.00
RCLANG	290	Intens French	II P per	8.00	0.00	8.00	0.00
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RCLANG

Honors-Introd Honors Intr World Pol UC Special Topics The Politics of Judging

Honors

Sem-Français

Adv French

Subject Lessons: Voice in French

Creativity in the Sciences and the

Undergraduate LS & A

Southeast Asian Civ

Hon Sem Nat Sci

GPA: 3.250

320

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207

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MHP

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Academic Transcript of: GRAHAM, BRETT STUDENT NAME

50817047 STUDENT ID NUMBER

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14-Jun-2020 DATE ISSUED

8453691604 STATE OF MICHIGAN UIC





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FRENCH	270	Lit&Culture	A	3.00	3.00	3.00	12.00	STDABRD	486	Sciences Po Paris FR	A+	3.00	3.00	3.00	12.00	
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Academic Transcript of: GRAHAM, BRETT

STUDENT ID NUMBER

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14-Jun-2020

Page 3

8453691604 STATE OF MICHIGAN UIC



UNIVERSITY OF MICHIGAN

OFFICE OF THE REGISTRAR - ANN ARBOR, MI 48109-1382

University Registrar

Winter 2018	OF N	Undergraduate L S & A	Grade	Hours	MSH	CTP	MHP	
FRENCH	375	Film&Society	SITA OF	3.00	3.00	3.00	12.00	
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POLSCI	494	Senior Honors	FACH	4.00	4.00	4.00	16.00	0
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Undergraduate L S & A
Cumulative Total

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A: 3.779 109.00 136.00 412.00

UNDERGRADUATE REMARKS

19-Dec-2014	University Honors
23-Dec-2015	University Honors
28-Apr-2016	University Honors
22-Dec-2016	University Honors
19-Mar-2017	James B. Angell Scholar
27-Apr-2017	University Honors
21-Dec-2017	University Honors
18-Mar-2018	James B. Angell Scholar
21-Aug-2019	FRENCH PROFICIENCY

END OF UNDERGRADUATE RECORD

Fall 2014	RCLANG	290	Intens French

Butler-Borruat, Dominique M

French 290 is a second-year intensive course designed to bring students to proficiency level in all four communication skills: speaking, oral comprehension, reading comprehension, and writing.

An engaged and conscientious student, Brett enjoyed an excellent semester. He came in with a solid background and built on it. With good class attendance and expected participation in co-curricular activities, he complied with all the demands of the class. With a positive attitude, he always came to cla prepared. He was also committed to class participation and regularly offered ideas during discussions These were valuable in fostering a lively exchange of ideas, as they often represented a fresh or novel perspective vis-? -vis the consensus of opinion among the other students. His generally very good test scores throughout the term indicated a firm grasp of grammatical concepts, which was confirmed by the solid mark he earned on the final exam in this area. He made very good progress this term in improving the quality of his written work, which was at first depreciated by a strong tendency to translate from English. By the latter part of the term, his compositions read quite well grammatically and his use of complex structures often meets with success; he also makes good use of connectors. His good final essay confirmed his progress in this area. Up to par, his speaking skills also improved, although not as significantly as his writing. While he can express himself on a variety of topics with relative ease, he is less successful at distancing himself from English syntax. His pronunciation is still influenced by English but likewise showed improvement to a satisfactory level. Both his listening and reading comprehensions are impressive: he can grasp even the finer nuances of a French text or lecture, and it was not surprising that he earned the highest scores in the class in reading. Brett's excellent results on the proficiency exam (High Pass) confirm that he is very well prepared for his next French class. A fine performance from a student whose contributions to the class were valuable.

Winter 2015 RCLANG 320 Sem-Francai Bayraktar. Elissa Bell

What is poetry, and why is it some writers' mode of choice for telling about certain life experiences? How does a poet find liberation in the constraints of the genre? What is meant by the "voice" of a poem, and how does this notion change over time? In this course, we worked toward answers to these sorts of questions by studying a variety of poems in French from a range of periods, with greatest emphasis on the 19th and 20th centuries. Along the way, we learned to identify different types of versification and became familiar with some of the most well known poems in France's long tradition. Students had the chance to give an oral presentation, try their hand at writing pastiches, and read French poetry out loud. Writtenwork included journal pages and five formal essays. Students were expected to come to every class having read carefully the assigned poems so as to engage in rigorous, seminar-style discussion.

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STUDENT ID NUMBER

14-Jun-2020

8453691604 STATE OF MICHIGAN UIC





University Registra

It was a pleasure to have Brett in the course this semester. He contributed thoughtful comments to the seminar on a regular basis and when tasked with preparing some of the more difficult poems for homework, he came to class ready to discuss, and he remained open, where necessary, to revising his initial ideas as the class worked toward greater understanding of the text(s). It was fortunate that his clear concise, and visually interesting (he had the good sense to use Power Point even though it was not required) oral presentation came before his classmates' as it set a high standard. His pastiches reflected a solid understanding of the poems in question. Most of his formal essays presented a compelling argument and supplied precise textual evidence to support his ideas. Some accuracy errors in his written French persist, though it is quite clean on the whole. The same might be said of his spoken French. (He should listen to native French via the internet on a regular basis to keep improving his skills.) In all, a fine semester.

Winter 2016 RCHUMS 334 **Topics in Humanities**

Colas, Santiago

Cultures of Basketball provides students with a historical examination of the game of basketball and its cultural significance from its invention in 1891 to the present. Through primary and secondary readings, film screenings, and clip viewing in class, students explore the evolution of both the game on the court and the relations between the game and society by examining the social, particularly racial, implications of the formal and informal narratives that players, coaches, fans, and journalists circulate and consume about basketball. In addition to class participation, required readings and film screenings, students were required to complete six creative projects, three of which were required to be writing intensive and two of which were required to be collaborative.

Brett's performance in the course was superlative. I want from the outset to signal that in part my admiration for his work in the class stems from the fact that we didn't always agree. I was moved and impressed by how sincerely (and bravely, in my opinion) Brett shared his own opinions, how openly he took up the challenge of debate and discussion, and how thoughtfully he seemed to allow new ideas to affect him. This is a testament to his curiosity and his desire to grow, as well as to the capaciousness of his intellect. But it was also key to the success of class discussions since it allowed other students, less confident or articulate perhaps in voicing dissenting opinions, to work through those vicariously by way of his own active participation. As for his creative projects, they were top notch throughout the course. Brett drew on his experience in radio to produce engaging collaborative podcasts with classmates and produced excellent written work (especially his vivid and original description of a single play during a Michigan vs. Wisconsin game). Finally, Brett's contributions to the organization and execution of our class 3 on 3 tournament were generous and crucial to the success of the event.

Winter 2016

Walsh, Martin W

Attendance at five of the ten Shakespeare film screenings at the Michigan Theater (1 Feb.-28 March) with the accompanying introductory sessions at the RC and capsule reviews A perceptive film-goer and student of Shakespeare.

Fall 2017 RCHUMS 282 Dram Interpr I

Mendeloff.Katherine

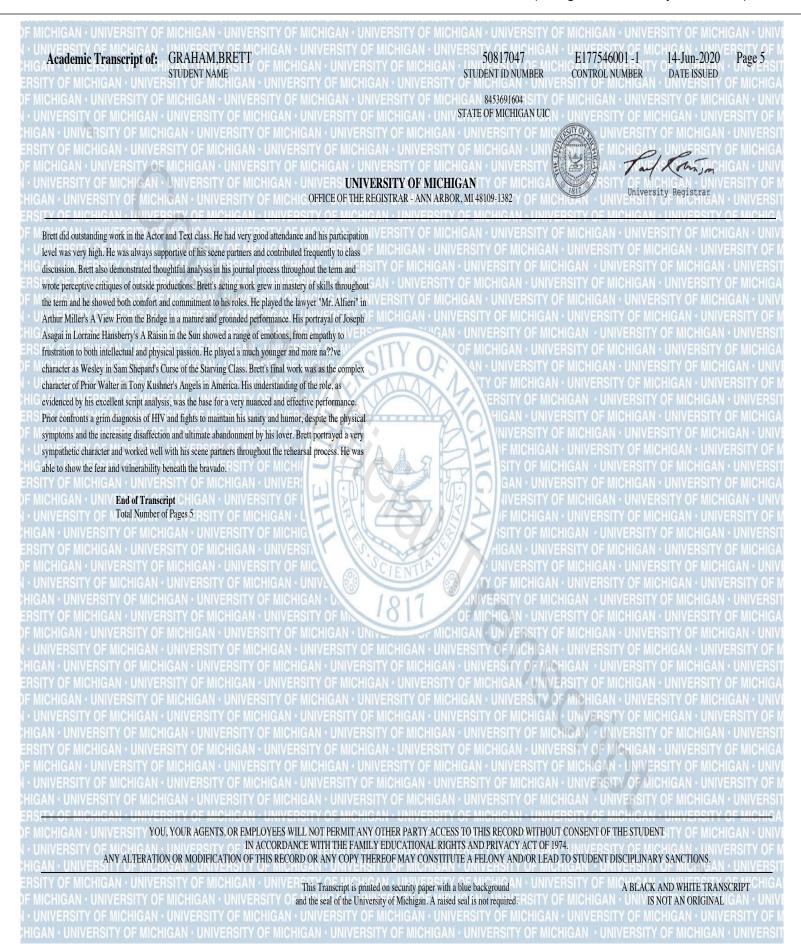
This text based performance course focused on a central theme-the image of the family in American drama. We explored some of the major plays by Tennessee Williams and Arthur Miller as well as Lorraine Hansberry, Sam Shepard, Tony Kushner and Marsha Norman. All of our dramatic texts were discussed and analyzed through the process of scene study. Each student was responsible for acting in three major scenes as well as performing in an end of term production. Their written work for the course included character biography and detailed script analysis for each of their scenes. Evaluation for the semester was based on their attendance and participation, the quality of their script analysis and journal work, collaborative energy as well as growth in their acting skills

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Brett T Graham



TRANSCRIPT GUIDE

DEFINITION OF AN OFFICIAL TRANSCRIPT

An Official Transcript is one that has been received directly from the issuing institution. It must bear the University seal, date and signature of the registrar. Transcripts received that do not meet these requirements should not be considered official and should be routinely rejected for any permanent use. This definition of an official transcript has been endorsed by the Michigan Association of Collegiate Registrars and Admissions Officers.

ACCREDITATION

The three campuses of the University of Michigan are accredited by the North Central Association of Colleges and Schools - Higher Learning Commission. Many of the departments and programs within the University are also accredited by various agencies. Detailed information about these agencies and the accreditation process is available from the Dean's office of each academic unit.

CALENDAR

The University of Michigan operates under the trimester calendar. A unit of credit is a semester hour.

ELIGIBILITY FOR ENROLLMENT

Unless otherwise indicated, a student is eligible to enroll.

EXPLANATION OF COLUMN HEADINGS

HRS = Elected Hours/Units; MSH = GPA Semester Hours; CTP = Credit Toward Program; MHP = GPA Honor Points.

ABBREVIATIONS FOR CREDIT CONDITIONS

AGC = Approved for Graduate Credit; CBE = Credit by Exam; DCO = Degree Credit Only; NDC = Not for Undergraduate degree credit; NFC = Not for Credit;

NGD = Not for Graduate Degree Credit; REP = Repetition.

STUDY ABROAD

Study abroad credit is considered upper level unless otherwise noted.

LETTER GRADES

9.0 GRADING SCALE (A+ through B = Pass unless otherwise noted)

A + = 9.0; A = 8.0; A - = 7.0; B + = 6.0; B = 5.0; B - = 4.0; C + = 3.0; C = 2.0; C - = 1.0; D + = 0.0; D = 0.0; D - = 0.0; E = 0.0.

4.4 GRADING SCALE

A + = 4.4; A = 4.0; A - = 3.7; B + = 3.4; B = 3.0; B - = 2.7; C + = 2.4; C = 2.0; C - = 1.7; D + = 1.4; D = 1.0; D - = 0.7; E = 0.0.

4.3 GRADING SCALE

A + = 4.3; A = 4.0; A - = 3.7; B + = 3.3; B = 3.0; B - = 2.7; C + = 2.3; C = 2.0; C - = 1.7; D + = 1.3; D = 1.0; D - = 0.7; E = 0.0.

4.0 GRADING SCALE

A+=4.0; A=4.0; A=3.7; B+=3.3; B=3.0; B=2.7; C+=2.3; C=2.0; C-=1.7; D+=1.3; D=1.0; D-=0.7; E=0.0.

ADDITIONAL GRADES

 $EX = EXCELLENT; GD = GOOD; PS = PASS; LP = LOW PASS; F = FAIL (EX, GD, PS \ and \ LP = Pass)$

CR = Credit; NC = No credit; S = Satisfactory; U = Unsatisfactory; P = Pass; F = Fail

I = Incomplete (I OR IL followed by a letter grade indicates an initial incomplete that has been given a final grade.); NR = No grade reported;

= Grade not submitted; ED = Unofficial drop; VI = Audit or Visit; W = Withdrew from course; Y = Extended multi-term class

M = Marginal; IPL = Incomplete Permanent Lapse; NRC = No Record COVID, a non-passing grade used Winter 2020 to address global pandemic

COMPUTATIONS FOR TERM OR CUMULATIVE GPA: Term GPA = Term MHP/Term MSH; Cumulative GPA = Cumulative MHP/Cumulative MSH; Example: 42.0 MHP/12.0 MSH = 3.5 GPA.

Jones Day 51 Louisiana Avenue, NW Washington, DC 20001

February 09, 2022

The Honorable Michael Shea Abraham Ribicoff Federal Building and United States Courthouse 450 Main Street, Room 623 Hartford, CT 06103-3022

Dear Judge Shea:

I write in support of the application of Brett Graham to serve as a judicial law clerk in your Chambers.

I know Brett from Georgetown University Law Center, where I am appointed as a Distinguished Lecturer in Residence. Brett was a student in my Fall 2020 course on Administrative Law.

Brett is a bright, confident young lawyer. He has an inquiring mind and a willingness to walk out on a limb with his ideas, while at the same time accepting criticism well and being respectful of different points of view. And Brett is quite passionate about using his legal education to serve others – and, particularly, with regard to protecting voting rights.

Brett prepared well for class. He appeared not only to have read the assigned materials, but also to have thought about them. He had answers for the questions that I posed, and he often asked questions that took us beyond the simple doctrinal issues presented by a case.

Brett sought out further discussion of our studies outside of class. He also sought out career advice.

Although I grade exams blindly, I was not at all surprised when I learned that Brett had written one of the highest scored exams in the class. I administer a very difficult, six hour take-home exam that requires students to identify the key issues embedded in fact patterns, present arguments about potentially applicable legal rules and how they do or do not apply to the facts, and anticipate and respond to potential counter-arguments from the other side. Brett's exam answers did all of these tasks quite well, showing both good understanding of the legal doctrines and effective advocacy skills. His exam answers were also well organized and well written.

As Brett's resume and transcript show, his performance in my class was not unique. He has experience as a journalist; he has published while in law school as well; he has taken on leadership roles in student organizations; he is engaged in pro bono work; and he had been diligent about his studies. In short, Brett is an ambitious achiever – and only in very positive and constructive ways.

Brett is a lively, energetic person. I am confident both that he would be a dedicated law clerk and that you would find him to be a pleasure to have in chambers.

Please let me know if you have any questions about Brett or if I can be of any further assistance in your consideration of his application.

Sincerely,

Glen D. Nager



June 8, 2021

Your Honor:

It is with great pleasure that I write to recommend Brett Graham for a clerkship, without reservation. He will make a valuable addition to your chambers.

Brett is unequivocally one of the best legal interns with whom I have worked. By way of background, Fair Elections Center employs three permanent, full-time attorneys who conduct voting rights litigation in federal and state court. In 2020, we brought several cases in advance of the November General Election to ease voting restrictions during the COVID-19 pandemic, in addition to litigating other ongoing cases that pre-dated the pandemic. Due to our legal team's small size, we closely involved our summer 2020 interns in all aspects of our cases, including recruiting clients, taking witness declarations, researching potential claims, and writing portions of briefs. Brett worked with each of our attorneys in connection to at least four cases, as well as assisted us in our policy work and in producing voter education materials.

Immediately, Brett stood out for his exceptional research skills and ability to produce thorough, well-written memoranda in a timely manner. He consistently and promptly found cases that were directly on point with the relevant legal question and that were helpful to our clients, while also highlighting case law and counterarguments that could potentially pose challenges for us. He showed a quick grasp of difficult material and legal nuances, and a strong ability to communicate his findings orally and in writing. Additionally, Brett demonstrated professionalism, maturity, excellent judgment, and a great sense of humor. When we assigned a project jointly to the interns, I observed him assume a leadership role while still showing respect and consideration toward his fellow interns. He worked diligently without complaint, even when filing deadlines required our team to work late into the night.

I have no doubt that Brett will bring the same qualities to a federal clerkship. I am equally confident in his ability to remain impartial, exercise appropriate judgment and conduct, and strictly adhere to his ethical duties, including the duty to perform his responsibilities in matters where he may personally disagree with the outcome reached by the court. If I can provide further information in support of Brett's application or answer any questions you may have, please do not hesitate to contact me at (209) 743-3806 or caguilera@fairelectionscenter.org.

Sincerely,

Cecilia Aguilera Counsel, Fair Elections Center

e fairelectionscenter.org 1825 K Street, NW, Suite 450, Washington, DC 20006

Georgetown Law

600 New Jersey Avenue, NW Washington, DC 20001

February 10, 2022

The Honorable Michael Shea Abraham Ribicoff Federal Building and United States Courthouse 450 Main Street, Room 623 Hartford, CT 06103-3022

Dear Judge Shea:

I am writing with great enthusiasm to recommend Brett Graham, a former student and current research assistant of mine who has applied to clerk in your chambers. Brett is an exceptionally smart and accomplished individual, who I am confident would make an excellent clerk and would be a terrific addition to your chambers. He has my complete confidence, and I strongly encourage you to consider inviting him for an interview.

I have known Brett for over three years and taught him in two courses: Constitutional Law in the Fall of 2018 and an Advanced Constitutional Law Seminar in the Spring of 2020. In all of our interactions, he has consistently impressed me with his intelligence, maturity, and sense of purpose. His B+ in first-year Constitutional Law does not reflect the stellar classroom performance I witnessed in class, and I attribute this grade to the fact that, at the time, Brett was a first-generation law student who was still learning how to excel on law school exams. Far more important to me were his classroom performance and the many one-on-one conversations I had with Brett in my office over the course of several months, in which he consistently exhibited his curiosity, his eagerness to learn, and his sharp legal mind, along with a passion for public affairs and public service.

Brett also was a standout performer in the Advanced Constitutional Law Seminar that I co-taught in 2020 with Dean William Treanor. His seminar paper was a dazzling historical and practical study of the "free and equal elections" clause found in many state constitutions and its potential impact in the aftermath of the Supreme Court's partisan gerrymandering decision in Rucho v. Common Cause. Brett argued plausibly that these clauses supply a promising basis for future state-law challenges to partisan redistricting maps all around the country. Because of the pandemic, Georgetown Law awarded only pass-fail grades last spring, and as a result, Brett did not receive a letter grade for the seminar. Nonetheless, his paper was one of the most ambitious, creative, and effective pieces of student scholarship I have encountered in many years.

When it came time to select my research assistant last year, I immediately thought of Brett because of his superb legal research and writing skills and because he is so easy to work with. I also appreciated the fact that Brett had made a mark on Georgetown Law through his leadership of the Georgetown student chapter of the American Constitutional Society. Finally, his interest in "progressive originalism" and other revisionist work in American constitutional history struck me as admirably open-minded and refreshing.

Sure enough, Brett and I have had an extremely fruitful working relationship, and I have found him to be an ideal research assistant. Among other topics, Brett has written detailed and useful memos for me on Brandenburg v. Ohio and the First Amendment law of incitement; the competing textualism of Justices Gorsuch, Alito, and Kavanaugh in Bostock v. Clayton County; the 1797-99 impeachment of Senator William Blount; and the natural born citizen clauses in state constitutions. All of his work product has been timely and exemplary.

In sum, Brett is an extremely talented and impressive candidate, who will hit the ground running in a judicial clerkship. Particularly in light of his upcoming two-year clerkship with Justice Wecht on the Pennsylvania Supreme Court, I am confident that he will make an outstanding clerk and would be a wonderful addition to your chambers.

Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

John Mikhail Professor of Law Associate Dean of Research and Academic Programs

John Mikhail - jm455@law.georgetown.edu

Applicant Details

First Name Emma
Last Name Hagemann
Citizenship Status U. S. Citizen

Email Address <u>ehagemann@berkelev.edu</u>

Address Address

Street

1814 8th Street

City

Berkeley

State/Territory California

Zip 94710 Country United States

Contact Phone Number 7138518503

Applicant Education

BA/BS From Wesleyan University

Date of BA/BS May 2017

JD/LLB From University of California, Berkeley School of

Law

https://www.law.berkeley.edu/careers/

Date of JD/LLB May 25, 2022

Class Rank School does not rank

Law Review/Journal Yes

Journal(s) Berkeley Journal of Criminal Law

Moot Court Experience Yes

Moot Court Name(s) James Patterson McBaine Honors Moot

Court Competition

Bar Admission

Prior Judicial Experience

Judicial Internships/
Externships
Post-graduate Judicial
Law Clerk
No

Specialized Work Experience

Recommenders

Derusha, David David.Derusha@usdoj.gov Gould, Jonathan gould@berkeley.edu Syed, Talha tsyed@berkeley.edu

This applicant has certified that all data entered in this profile and any application documents are true and correct.

Emma Hagemann

1814 8th Street, Berkeley, CA 94710 • Phone: 713-851-8503 • Email: ehagemann@berkeley.edu

December 18, 2021

The Honorable Michael P. Shea Abraham Ribicoff Federal Building 450 Main Street Hartford, CT 06103

Dear Judge Shea,

I am a third-year student at UC Berkeley School of Law writing to apply for a 2023 clerkship. As a Wesleyan University alumna and the partner of a Yale graduate student, it would be a privilege to begin my legal career in service to the District of Connecticut.

My enduring passion for litigation ignited after college when I worked as a paralegal at the United States Attorney's Office in Boston. The office was in the federal courthouse, and paralegals were encouraged to go downstairs and observe court whenever possible. During my time at the USAO, through my own work and as an observer, I was exposed to all kinds of cases at all different stages—from qui tam healthcare fraud investigations, to high-profile criminal and civil trials, to heated discovery disputes, and more. I loved it all, and the experience solidified my desire to go to law school and become a lawyer.

Throughout law school, I have explored a wide array of activities with the goal of honing the legal research, writing, and advocacy skills that I believe will make me a successful litigator and clerk. This past semester, as a member of the Samuelson Clinic, I worked on a *Daubert* motion to exclude evidence generated by probabilistic genotyping software. Last year, I wrote a Note in the fall and competed in the McBaine Moot Court Competition in the spring, diving into antitrust law for the former and Fourth Amendment issues for the latter. For my Note, I won an American Jurisprudence award and earned an offer of publication from the *Berkeley Technology Law Journal*. In McBaine, after submitting a brief on the Fourth Amendment issue and competing in five rounds of oral argument, I was awarded Best Oral Argument by a panel that included two federal appellate judges. I believe my ability to draw on a wide range of professional and academic experiences will serve me well in my work as a clerk.

In addition to the skills I will bring to a clerkship, I will bring the utmost enthusiasm, curiosity, and diligence to the position. I am passionate about litigation, and I can think of no better place to learn than your courtroom.

Alongside this cover letter, I have submitted my resume, writing sample, and academic record. Recommendation letters from Berkeley Law professors Jonathan Gould and Talha Syed, as well as from AUSA David Derusha, will be submitted separately via OSCAR. I sincerely appreciate your consideration and hope I have the opportunity to interview with you.

Respectfully, Emma Hagemann

Emma Hagemann

1814 8th Street, Berkeley, CA 94710 • Phone: 713-851-8503 • Email: ehagemann@berkeley.edu

EDUCATION

University of California, Berkeley, School of Law, Berkeley, CA

J.D. Candidate - May 2022

Honors: Second-Year Academic Distinction (Top 10%)

Jurisprudence Award Fall 2019: Torts

Jurisprudence Award Fall 2020: Law & Technology Writing Workshop

Prosser Prize Fall 2020: Criminal Procedure: Investigations

Best Oral Argument: 2021 James Patterson McBaine Moot Court Competition Publications: Essential Facilities, Essential Patents, and the Essential Oversight of *Qualcomm*,

Berkeley Technology Law Journal (forthcoming, Annual Review 36:4)

<u>Activities:</u> Berkeley Journal of Criminal Law – Senior Submissions Editor

Samuelson Law, Technology & Public Policy Clinic (Fall 2021)

Berkeley Technology Law Journal – Commentaries (Fall 2020)

Digital Rights Project – Student Researcher (Fall 2019-Spring 2020)

Wesleyan University, Middletown, CT

B.A. with High Honors in College of Letters, May 2017

Honors: Phi Beta Kappa

High Honors for senior thesis and performance in Comprehensive Exams

Thesis: Myths of Innocence: The Child in Lolita and Three Texts by J.D. Salinger

Activities: Second Stage, Actor

EXPERIENCE

Skadden, Arps, Slate, Meagher & Flom LLP

New York, NY

Summer Associate

Summer 2021

Assisted with research and writing on a variety of matters, including an international arbitration, a white-collar criminal investigation, an antitrust matter, and a *pro bono* petition for new trial.

University of California, Berkeley, School of Law

Berkeley, CA

Teaching Assistant, LLM Legal Research and Writing

Spring 2021

Reviewed student writing and worked with students on their research and writing skills.

Legal Aid Foundation of Los Angeles

Los Angeles, CA

Summer Law Clerk, Santa Monica Workgroup

Summer 2020

Represented low-income Santa Monica residents in housing law matters. Negotiated on behalf of clients and wrote research memoranda and other legal writings.

University of California, Berkeley, School of Law

Berkeley, CA

Research Assistant for Professor Manisha Padi

Summer 2020

Researched case law on waiver and estoppel in the mortgage default context across eight states and provided research assistance for Professor Padi's forthcoming law review article.

United States Attorney's Office for the District of Massachusetts

Boston, MA

Paralegal, Affirmative Civil Enforcement Unit

September 2017-June 2019

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TELEPHONE: 510-643-2278

Official Academic Transcript of: EMMA M HAGEMANN Transcript Created: 12-Jun-2021

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Emma M Hagemann Student ID: 3034500353 Admit Term: 2019 Fall

Cumulative Totals 32.0 32.0

Printed: 2021-06-12 13:39

Page 1 of 2

Major: La		Program History				* Due to C	COVID-19, la	w school classes were graded credit/	no pass i	in spring 2020	·
	1	Awards									
urisprud	ence Award	d 2019 Fall: Torts						2020 Fall			
		Fall: Crim Procedure- Investigation	ns			<u>Course</u> LAW	225	Description	Units 3.0	Law Units	Grade HH
urisprud	ence Award	d 2020 Fall: Law&Tech Writ Wksh	ıp			LAW	223	Legislation & Statutory Interp Jonathan Gould	3.0	3.0	пп
						LAW	231	Crim Procedure-	4.0	4.0	НН
		0040 5-11						Investigations	1.0	1.0	
٠		2019 Fall	Unite	Laur Halta	Cuada			Charles Weisselberg			
ourse AW	200F	<u>Description</u> Civil Procedure	<u>Units</u> 5.0	Law Units 5.0	Grade HH	LAW	250	Business Associations	4.0	4.0	Н
***	2001	Catherine Fisk	5.0	5.0	1111	-		Frank Partnoy			
AW	201	Torts	5.0	5.0	HH	LAW	280A	Law&Tech Writ Wkshp	2.0	2.0	HH
		Talha Sved	0.0	0.0				Fulfills Writing Requirement			
AW	202.1A	Legal Research and Writing	2.0	2.0	CR			Talha Syed			
		Cheryl Berg									
AW	203	Property	4.0	4.0	HH				<u>Units</u>	Law Units	
		Tejas Narechania						Term Totals	13.0	13.0	
								Cumulative Totals	45.0	45.0	
			<u>Units</u>	Law Units							
		Term Totals	16.0	16.0							
		Cumulative Totals	16.0	16.0							
								2021 Spring			
						Course		Description	Units	Law Units	Grade
						LAW	210	Legal Profession	2.0	2.0	Н
		2020 Spring						Fulfills Professional Respons	sibility F	Requirement	
<u>ourse</u>		Description	Units	Law Units	<u>Grade</u>	SRE VILLA	٥	Merri Baldwin			
W W	202.1B	Written and Oral Advocacy	2.0	2.0	CR	LAW	223	Administrative Law	4.0	4.0	Н
		Units Count Toward Experie	ential Rec	quirement		LAW	244	Jonathan Gould Conflict Of Laws	3.0	3.0	Р
		Cheryl Berg				LAW	244	Andrew Bradt	3.0	3.0	٢
\W	202F	Contracts	5.0	5.0	CR	LAW	252.2	Antitrust Law	4.0	4.0	НН
,	0.00	Manisha Padi				LAW		Talha Syed	7.0	7.0	1111
AW	219.9	Law and the Greek Classics	1.0	1.0	CR	LAW	295.3J	McBaine Moot Court	2.0	2.0	CR
AW.	220.6	Burt Neuborne Constitutional Law	4.0	4.0	CR			Competition			
144	220.0	Fulfills Constitutional Law F	4.0	4.0	Uff			Units Count Toward Experier	ntial Red	quirement	
		Erwin Chemerinsky	requirelli	CIIL		1.414	000	Elizabeth Garfinkle			
W	230	Criminal Law	4.0	4.0	CR	LAW	299	Indiv Res Project	1.0	1.0	НН
		Jonathan Simon	7.0	7.0	J11			Talha Syed			
			Units	I aw I Inite					<u>Units</u>	Law Units	

Units Law Units

16.0

Term Totals

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Term Totals

Berkeley Law University of California Office of the Registrar

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Cumulative Totals 61.0 61.0

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		2021 Fall			
Course		<u>Description</u>	<u>Units</u>	Law Units	<u>Grade</u>
LAW	222	Federal Courts	4.0	4.0	
		Erwin Chemerinsky			
LAW	241	Evidence	4.0	4.0	
		Andrea Roth			
LAW	285.9	Samuelson Clinic Seminar	2.0	2.0	
		Erik Stallman			
1.4347	005.57	Catherine Crump			
LAW	295.5T	Samuelson Clinic	4.0	4.0	
		Units Count Toward Experi	entiai Rec	quirement	
		Jennifer Urban			
		Erik Stallman			
		Juliana DeVries			
		Catherine Crump			
		Megan Graham Gabrielle Daley			
		Gabilelle Daley			
			<u>Units</u>	Law Units	
		Term Totals	0.0	0.0	
		Cumulative Totals	61.0	61.0	

Carol Rachwald, Registrar

University of California Berkeley Law 270 Simon Hall Berkeley, CA 94720-7220 510-642-2278

KEY TO GRADES

1. Grades for Academic Years 1970 to present:

 HH
 High Honors
 CR
 Credit

 H
 Honors
 NP
 Not Pass

 P
 Pass
 I
 Incomplete

 PC
 Pass Conditional or Substandard Pass (1997-98 to present)
 IP
 In Progress

 NC
 No Credit
 NR
 No Record

2. Grading Curves for J.D. and Jurisprudence and Social Policy PH.D. students:

In each first-year section, the top 40% of students are awarded honors grades as follows: 10% of the class members are awarded High Honors (HH) grades and 30% are awarded Honors (H) grades. The remaining class members are given the grades Pass (P), Pass Conditional or Substandard Pass (PC) or No Credit (NC) in any proportion. In first-year small sections, grades are given on the same basis with the exception that one more or one less honors grade may be given.

In each second- and third-year course, either (1) the top 40% to 45% of the students are awarded Honors (H) grades, of which a number equal to 10% to 15% of the class are awarded High Honors (HH) grades or (2) the top 40% of the class members, plus or minus two students, are awarded Honors (H) grades, of which a number equal to 10% of the class, plus or minus two students, are awarded High Honors (HH) grades. The remaining class members are given the grades of P, PC or NC, in any proportion. In seminars of 24 or fewer students where there is one 30 page (or more) required paper, an instructor may, if student performance warrants, award 4-7 more HH or H grades, depending on the size of the seminar, than would be permitted under the above rules.

3. Grading Curves for LL.M. and J.S.D. students for 2011-12 to present:

For classes and seminars with 11 or more LL.M. and J.S.D. students, a mandatory curve applies to the LL.M. and J.S.D. students, where the grades awarded are 20% HH and 30% H with the remaining students receiving P, PC, or NC grades. In classes and seminars with 10 or fewer LL.M. and J.S.D. students, the above curve is recommended.

Berkeley Law does not compute grade point averages (GPAs) for our transcripts.

For employers, more information on our grading system is provided at: https://www.law.berkeley.edu/careers/for-employers/grading-policy/

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WESLEYAN UNIVERSITY MIDDLETOWN, CONNECTICUT College of Letters

Page 1 of 2

ACADEMIC TRANSCRIPT OF:

Emma Margaret Hagemann

2617 Yupon Street Houston TX 77006 **Class:** 2017

Major(s): College of Letters
Student Type: Undergraduate

	WesID: 264372		Day of Birth:		Day of Birth	March 21		
	<u>Course</u>	<u>Title</u> Pre-Matric 2013	Credit	<u>Grade</u>	Course	<u>Title</u> Fall 2015	Credit	<u>Grade</u>
7	Advanced P			· 61	COL243	Junior Colloquium	1.00	CR
	ENGL	English Language & Composition	1.00	CR		(Torgerson/Leservot)		
				1	COL339	Reading Theories (Tololyan)	1.00	CR
		Fall 2013				Workshop in Translation I (Shapiro)	1.00	CR
	AMST120	The Nobel Writers (Karamcheti)	1.00	A	NS&B239	Brain Anatomy (de Lanerolle)	1.00	A
	FREN101	French In Action I	1.00	A		G 1 2016		
	VID 0 D101	(Ostrow D'Haeseleer)	1.00		ANTELIOOI	Spring 2016	1.00	
		Principles of Biology (Murolo) Principles of Biology I Lab	1.00 0.50	A+ CR	ANTH201	Key Issues in Black Feminism (Ulysse)	1.00	A+
	MB&B191	(Murolo)	0.50	CK	COL244	Junior Colloquium	1.00	CR
	PSYC105	Foundations Contemporary Psych	1.00	A-	COL244	(Fitzpatrick/Garcia)	1.00	CK
	1810103	(Stemler)	1.00		_COL347	Emperor, Caliph, King (Torgerson)	1.00	CR
	- 1					Javanese Gamelan-Beginners	0.00	W
		Spring 2014				(Sumarsam/Harjito)		
	CCIV202	Greek Drama (Visvardi)	1.00	A	PHIL383	Mind, Body, and World (Rouse)	1.00	CR
	FREN102	French in Action II	1.00	Α				
	- 1	(Ostrow D'Haeseleer)	- 72	1		side Examiners for the COL Junior Qu	alifying	
	GOVT155	International Politics (Nelson)	1.00			April-May 2016) were	- //	
	PHIL202	Classics II:Early Modern Phil	1.00	A-		or David J. Konstan, New York University		
		(Horst)			Professo	or Kenneth Gouwens, University of Co.	nnecticut	
		Fall 2014						
	COL241	Sophomore Colloquium	1.00	CR	On the h	pasis of her HIGH HONORS on the CO)I	
	COL241	(Kleinberg/Irani)	1.00	CK		Qualifying exams (both oral and written		
	ECON101	Introduction to Economics	1.00	A		niners advanced Ms. Hagemann to her		
		(Grossman)			Senior Y			
	FREN215	Composition and Conversation	1.00	A				
		(Meere)				Fall 2016		
	NS&B213	Behavioral Neurobiology	1.00	CR	COL201	Writing Nonfiction (Barber)	1.00	A
		(Naegele/Robinson)		,	COL245	Senior Colloquium (Weil)	1.00	CR
			- Y	1	COL409	Senior Thesis Tutorial (Karamcheti)	1.00	CR
	ED GTT200G	Spring 2015	0.50	$I \perp I$	DANC260	West African Dance I (Saaka)	0.50	A
	FRST309S		0.50	A-				
		Paris & Lit: Places of Memory 20th Century 1945 to Today	1.00 1.00	A- A-				
		Artistic Positions Postmodern	1.00	A				
		Family Sociology	1.00	A				
		- manage and a second gy						
		Summer 2015						
	CSPL493	Internship (Smith/Juhasz)	0.25	CR		T(I)DV		IDV
						COPY		
	DV	COPY			DO	/ CODV		
			1					

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WESLEYAN UNIVERSITY MIDDLETOWN, CONNECTICUT College of Letters

Page 2 of 2

ACADEMIC TRANSCRIPT OF:

Emma Margaret Hagemann

2617 Yupon Street Houston TX 77006 **Class:** 2017

Major(s): College of Letters
Student Type: Undergraduate

WesID: 264372	Day of Birth:	March 21

Course	<u>e</u>	<u>Title</u>	Credit	<u>Grade</u>	Course	<u>Title</u>	Credit Grade
		Spring 2017		-4			
COL24	46	Senior Colloquium (Tololyan)	1.00	CR			
COL29	97	Reading Nietzsche (Plass)	1.00	A-			
COL4	10	Senior Thesis Tutorial (Karamcheti)	1.00	CR			
THEA	183	Directed Experiences in Acting	0.50	CR			
		(Torres)		T ()			

On her Senior Thesis, Ms Hagemann was awarded HIGH HONORS

Dean's List - Fall 2013 Dean's List - Spring 2014 Phi Beta Kappa-Spring High Honors College of Letters

Bachelor of Arts Degree - May 28, 2017

Total Credits: 33.25 Date Printed: January 19, 2021

---- End of Academic Transcript ----

WESLEYAN UNIVERSITY

MIDDLETOWN, CONNECTICUT 06459 College of Letters

The College of Letters is a three-year interdisiplinary major for the study of European Literature, history, and philosophy.

The program consists of 5 components and leads to 11 course credits. The major requirements are as follows:

• Five Colloquiadesigned to acquaint students with works of predominantly European literature, history, and philosophy in (respectively)

The ancient world

The Middle Ages and Renaissance

The early modern period (16th-18th centuries)

The 19th century

The 20th century

Please note that the first three colloquia are team taught

• Four electivesminimum (one in history, one in philosophy, one in literature/representation, one in the target foreign language literature).

These specialized seminars allow COL majors to shape their COL major around a particular interest.

- One semester abroad most often in Europe, Israel, or in a country where the selected foreign language is spoken, in the spring of the sophomore year.
- · One comprehensive examination in April / May of the junior year.
- One senior thesis or essay written under the direction of a tutor.

Please note that all courses for the major must be taken for Credit/No credit.

Instead of letter grades all COL majors receive detailed, written evaluations from each of their professors.

The Junior Comprehensive examinations and Senior Theses/Essays are graded as Creditable, Honors, High Honors or in rare cases, Highest Honors.



Main Reception: (617) 748-3100

U.S. Department of Justice

Nathaniel R. Mendell
Acting United States Attorney
District of Massachusetts

John Joseph Moakley United States Courthouse I Courthouse Way Suite 9200 Boston, Massachusetts 02210

April 24, 2021

To Whom It May Concern:

I write to recommend Emma Hagemann for a federal judicial clerkship. I worked with Emma in the U.S. Attorney's Office in Boston, where she served as a paralegal in the Affirmative Civil Enforcement unit. I am an Assistant U.S. Attorney in the ACE unit and worked closely with Emma during her time here.

Emma was an exemplary public servant. She is dependable, inquisitive, and bright, and she was a pleasure to have as a colleague. Emma approached the job with uncommon maturity and earnestness—always seeking to learn more about legal issues while maintaining a reflective appreciation for the broader aims of justice at stake in the office's cases.

As a paralegal, Emma was simply outstanding. She consistently anticipated the needs of her coworkers and supervisors, worked independently whenever she could, and used excellent judgment in knowing when to consult others. These qualities were on display in projects both big and small—whether she was reviewing evidence in wide-ranging health care fraud investigations, analyzing complex Medicare and Medicaid billing schemes, or handling the innumerable day-to-day demands that keep a busy office functioning well. In all these tasks, Emma worked with the skill, attention to detail, and discernment one would expect of someone with many more years of legal experience.

Just as important, Emma was unceasingly kind and upbeat. She is the type of colleague who makes the office a brighter place, who listens genuinely, and who can find common ground with just about anyone. We miss having her in the ACE unit even today, nearly two years since her departure for law school.

I have no doubt that Emma will be a great asset as a clerk, applying a keen intellect and sound judgment to difficult legal questions without losing sight of the broader aims of justice. Moreover, her experience interacting daily with prosecutors, defense attorneys, and courthouse

staff will serve her well as a clerk. I recommend her enthusiastically and without any reservation.

Sincerely,
David Dunba

David J. Derusha

Assistant United States Attorney

May 24, 2021

The Honorable Michael Shea Abraham Ribicoff Federal Building and United States Courthouse 450 Main Street, Room 623 Hartford, CT 06103-3022

Re: Clerkship Candidate Emma Hagemann

Dear Judge Shea:

I write to recommend Emma Hagemann for a clerkship in your chambers. <u>Emma is an excellent student, a talented budding lawyer, and very nice person.</u> I am confident that she would be a first-rate law clerk and I strongly recommend her to your chambers.

I know Emma predominately through her having taken two classes with me: Legislation and Statutory Interpretation (Fall 2020), and Administrative Law (Spring 2021). In both classes, Emma's performance was very strong. She was consistently prepared for cold calls and gave thoughtful answers to my questions. Her own questions showed a mastery of the material and ability to think on her feet. And her exam in my Legislation and Statutory Interpretation class was extremely strong. Her statutory interpretation analysis showcased many skills that will be useful to her in clerking: her ability to read statutory text closely, apply that text to novel fact patterns, and argue both sides of hard issues. She was one of only eight students in a class of sixty who earned a grade of "high honors."

This success in my courses is typical of Emma's remarkably strong performance at Berkeley Law: Emma's is the single strongest student transcript that I have seen during my time at Berkeley Law. She has received high honors in all but one of her graded classes, and received an honors grade in that one remaining course. And, as if that weren't enough, Emma has won prizes for being the best oralist in the Moot Court competition, the best student in her Torts class, and the second-best student in her Criminal Procedure class.

More broadly, Emma would come to your chambers prepared to hit the ground running. She is a very strong researcher and writer, having written a student note for the Berkeley Technology Law Journal and having worked as a teaching assistant helping LLM students with their writing. She has a particular interest in consumer issues, and she has worked on challenging factual and legal issues during both a summer as a legal aid attorney and as a research assistant for one of my colleagues. And her work as a paralegal in the Boston U.S. Attorney's Office has given her a strong sense of the federal judicial process, as well as exposure into several substantive areas of law.

In sum, Emma's strong academic performance and experiences during law school—in particular her ability to quickly master new areas of law—makes her especially well prepared to thrive in chambers. In talking to her, I am also struck by her excitement about the full range of cases that generalist courts hear. And I am confident that she would take the skills she learns in your chambers and put them to good use: she hopes to work for the federal government, either as an AUSA, for the FTC, for the SEC, and I'm confident that any branch of the government would be lucky to have a young lawyer of her skill working with them.

Finally, Emma has a winning personality. She is warm, easygoing, and a pleasure to be around. I have so enjoyed getting to know her at our class virtual happy hours this past year, and I know that her classmates appreciate her as well. I know the importance of having a chambers community that gets along, and I'm very confident that you and your other clerks enjoy working with Emma.

For these reasons, I believe Emma would be an excellent law clerk. Please do not hesitate to reach out with any questions.

Sincerely,

Jonathan Gould

Jonathan Gould - gould@berkeley.edu

May 19, 2021

The Honorable Michael Shea Abraham Ribicoff Federal Building and United States Courthouse 450 Main Street, Room 623 Hartford, CT 06103-3022

Dear Judge Shea:

I am writing to give my highest recommendation to Emma Hagemann in her application for a clerkship in your chambers. Simply put, I would be surprised if Emma proved to be anything but one of your most outstanding and memorable clerks, just as she has been one of my most outstanding and memorable students. Emma took three of my classes—Torts in Fall 2019, Law and Technology Writing Workshop (LTWW) in Fall 2020, and Antitrust this past Spring—and her performance in each has been breathtaking. Indeed she won the Jurisprudence Award for top student in both Torts and LTWW and while the returns for Antitrust are not yet in, it would hardly be surprising if she performs a three-peat. Without any doubt she is one of (if not the) very top students in her cohort. Alongside an incredible mastery of the conceptual nuances of different areas of legal doctrine, she also possesses a wide and deep command of the larger principles and policies animating our legal system. On a more personal note, Emma is not only highly motivated and conscientious, but also someone with a rare mix of sensitivity, respect, and great sense of humor. I cannot recommend her highly enough.

Emma stood out in both Torts and LTWW as the top student. Both courses were extremely demanding. In Torts, students were responsible for mastering an untypically broad array of doctrine, alongside a set of foundational conceptual tools that underlie not only torts but legal analysis more generally. And perhaps most significantly they had to think through a large amount of historical, economic, and philosophical material in order to come to grips with the broader context and implications of tort law. Successful students demonstrated not only a sure grasp of doctrinal nuances and conceptual subtleties, but also an ability to think systematically and creatively about the role of law in shaping economic activity and social relations. Emma was supreme in all facets. Her contributions to class discussion were terrific, regarding both doctrinal subtleties and larger themes of policy and history. Even more impressive was her written performance on the final exam, where her simultaneous display of doctrinal detail, conceptual depth, and policy breadth fully merited not only an HH but the Jurisprudence Award for the top student in the course.

She then repeated the feat in the very different, indeed polar opposite, context of LTWW, one demanding not the mastery of received doctrine, but critical and constructive engagement with larger policy questions at forefront of the law. LTTW is a unique course at Berkeley, and possibly at any top law school: an intensive, year-long writing workshop where each student is tasked with writing from scratch to submission an article to be published in our flagship Berkeley Technology Law Journal's annual review of developments in law and technology. Perhaps the crown jewel of our "law and technology" curriculum, it is a soup-to-nuts working through of the process of producing an original work of scholarship, taking each student from initial conception to the final-stage edits of a published article. In addition to the instruction students receive from myself, they are also each assigned a "student advisor" who has previously taken the course, and they engage in intensive peer review of each other's work, providing constructive feedback on outputs throughout the pipeline: thesis statements, outlines, early drafts, and oral presentations.

Emma's topic was on developments in the resurgent field of antitrust law, focusing on the recent decision of the 9th Circuit in Qualcomm, a case focused on unilateral and exclusionary conduct by the holder (Qualcomm) of standard essential patents (SEPs), in the markets for both upstream platform cellular technologies and downstream smartphone devices. In a tour de force of doctrinal, conceptual, and policy analysis Emma aptly criticized both the trial and appellate court decisions in the case, as overlooking the nub of the issue it presented, namely the validity and application of the "essential facilities doctrine" (EFD. She then advanced a nuanced and closely-argued doctrinal and policy case for adopting in antitrust law a revamped version of the EFD, one that would have provided a better resolution of the case, on more plausible grounds, than either court decision and which would have charted a better way forward for antitrust law in general, providing the best crystallization of precedent and policy for how to handle unilateral "refusals to deal" cases in an era of resurgent anticompetitive concern with unilateral conduct. I sincerely believe that hers is the rare student note that merits the highest praise, namely that it may help shape the debate among courts and commentators in moving the field forward. Awarding it the Jurisprudence prize was an easy decision.

Emma's outstanding work in antitrust law continued with her performance in my Antitrust class this term (notice the remarkable fact that when she undertook the research and writing of the above article, she had not yet taken antitrust law!). The course covers the full gamut of antitrust doctrine, with special emphasis on two equally significant themes that often tend to pull students in opposing directions: (1) conceptual clarity on how the distinct substantive economic and administrability concerns raised by each area of antitrust law (horizontal agreements, vertical arrangements, unilateral conduct, and mergers and acquisitions) translate into distinct doctrinal frameworks; and (2) historical understanding of shifts in the orienting frames and underlying emphases of American antitrust policy over the past century. Emma, unsurprisingly, was extremely strong on all fronts. In both her classroom contributions and questions and comments during office hours, she displayed her trademark combination of conceptual acuity in probing the finer points of doctrine and substantive breadth in connecting up larger points of policy and principle across distinct areas and historical periods of antitrust law. And although I have not yet received the final

Talha Syed - tsyed@berkeley.edu

exams for grading, I am confident that her written performance will prove similarly outstanding.

On a more personal note, Emma is a pleasure to be around: highly curious and conscientious about matters of substance, she is also genuinely modest and has a great sense of humor. In sum, I am happy to give my strongest recommendation to Emma for a clerkship in your chambers. Please do not hesitate to contact me if I may be of further assistance.

Sincerely,

Talha Syed

Applicant Details

First Name Steven
Last Name Hess

Citizenship Status U. S. Citizen

Email Address shess@law.gwu.edu

Address Address

Street

900 N. Stuart St.

City Arlington

State/Territory

State/Territory Virginia

Zip
22203
Country
United States

Contact Phone Number 7812965406

Applicant Education

BA/BS From George Washington University

Date of BA/BS June 2017

JD/LLB From The George Washington University

Law School

https://www.law.gwu.edu/

Date of JD/LLB May 1, 2022

Class Rank 5%
Law Review/Journal Yes

Journal(s) George Washington Law Review

Moot Court Experience No

Bar Admission

Prior Judicial Experience

Judicial Internships/

Externships

Yes

Post-graduate Judicial Law No

Specialized Work Experience

Recommenders

Siegel, Jonathan jsiegel@law.gwu.edu (202) 328-3173 Swaine, Edward eswaine@law.gwu.edu Kemerer, Hannibal hkemerer@oag.state.md.us

This applicant has certified that all data entered in this profile and any application documents are true and correct.

Dear Judge Shea,

I am a law student at the George Washington University and will be graduating in May 2022. I am writing to apply for a judicial clerkship with you for the 2022 term. I am enclosing my resume, transcript, and a writing sample. I have also included letters of recommendation from Professors Swaine, Siegel, as well as my supervisor while working at the Maryland Attorney General Office, Mr. Kemerer.

Thank you for your consideration,

Steven Hess.

Steven Hess

781-296-5406 • Stevenhess@law.gwu.edu

EDUCATION

The George Washington University Law School

Washington, DC

Juris Doctor expected

4.000, George Washington Scholar (top 5% of class, as of Fall 2021)

May 2022

GPA:

Activities: Articles Editor George Washington University Law Review; Founder & President, Administrative Law

Society; Member, Antitrust Society, Business Law Society, International Law Society

Note Topic: Separation of Powers and the Appointments Clause, forthcoming in the George Washington Law Review

The George Washington University

Washington, DC

Bachelor of Arts, cum laude, in Economics and Political Science

May 2017

EXPERIENCE

United States Representative Cicilline

Washington, DC

Legal Fellow

Fall 2021

Reviewed legislation and prepared recommendations on bills. Focus on technology, speech, government reform, and competition laws.

United States Court of Appeals for the Ninth Circuit

Idaho Falls, ID

Judicial Intern for the Honorable Ryan D. Nelson

Summer 2021

- Analyzed briefs and records to prepare memoranda on pending cases; advised clerks and judge on legal issues including contract, tort, immigration, federal courts, and administrative law.
- Reviewed orders and bench memos, researched caselaw and collaborated with law clerks to prepare final drafts of memoranda shared within the Circuit, and relied on by Judge Nelson.

United States District Court for the District of Columbia

Washington, DC

Judicial Intem for the Honorable Timothy J. Kelly

Spring 2021

- Created memoranda on a variety of topics, including administrative law, international law and the Foreign Sovereign Immunities Act, federal rules of evidence federal court procedure, and D.C. tort and contract law.
- Prepared orders, collaborated with law clerks, and discussed issues with Judge Kelly for final reading.

Maryland Attorney General's Office: Legal Affairs

Annapolis, MD

Law Clerk

Fall 2020

- Briefed legal issues, conducted discovery, reviewed case documents, and researched proposals for legislation.
- Redlined statutes, engaged and contributed to meetings regarding policy proposals and statutory language.

West Virginia Attorney General's Office

Charleston, WV

Law Clerk

Summer 2020

- Briefed a variety of topics, including federal law & federalism; criminal law; jurisdiction; appellate procedure.
- Worked in teams and individually to research a variety of topics and prepare reports and memoranda for attorneys.

The George Washington University

Washington, DC

Research Assistant, Teaching Assistant

- Researched treatment of international law and issues in US courts, in particular Chinese law. Summer 2020 Present
- Research regarding federal Court system.

Summer 2021

Researched and did data entry in ongoing project.

Fall 2020 Fall 2020

Taught contracts, met with students, and provided detailed explanations.

Newton, MA

Harmon Law Offices Paralegal

Oct. 2017 - July 2019

Communicated with client, researched business documents, and drafted legal papers.

District Court for the Commonwealth of Massachusetts

Cambridge, MA

Courthouse Intern to Massachusetts Judge Singh

Summer 2014

Researched case law, and reviewed documents, observed court and discussed legal issues with Judge Singh.

LANGUAGE SKILLS

Languages: Proficient in Spanish

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TELEPHONE: 202-994-4900

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THE GEORGE WASHINGTON UNIVERSITY

OFFICE OF THE REGISTRAR

WASHINGTON, DC

GWid : G26829402 Date of Birth: 22-NOV Date Issued: 11-JUN-2021 Record of: Steven Philip Hess Page: 1 Student Level: Law Issued To: STEVEN HESS 900 N. STUART ST. Admit Term: Fall 2019 ARLINGTON, VA 22203 Current College(s):Law School Current Major(s): Law Degree Awarded: Bachelor of Arts 21-MAY-2017 SUBJ NO COURSE TITLE CRDT GRD PTS cum laude Major: Economics Major: Political Science Fall 2020 COURSE TITLE CRDT GRD PTS Law School Law LAW 6400 Administrative Law 3.00 A GEORGE WASHINGTON UNIVERSITY CREDIT: Siegel TAW 6520 International Law 4.00 A+ Fall 2019 Swaine Law School Field Placement Law LAW 6671 Government Lawyering 2.00 B+ LAW 6202 Contracts 4.00 A+ Somers Ehrs 13.00 GPA-Hrs 9.00 GPA 4.000 CUM 44.00 GPA-Hrs 24.00 GPA 3.972 Swaine T-AW 6206 4.00 A Torts Good Standing Suter LAW 6212 Civil Procedure 4.00 A GEORGE WASHINGTON SCHOLAR TOP 1% - 15% OF THE CLASS TO DATE Siegel LAW 6216 Fundamentals Of 3.00 B+ Lawyering I Spring 2021 Mcdonough Ehrs 15.00 GPA-Hrs 15.00 GPA 3.956 CUM 15.00 GPA-Hrs 15.00 GPA 3.956 LAW 6250 Corporations 4.00 A Mitchell GEORGE WASHINGTON SCHOLAR LAW 6380 Constitutional Law II 3.00 A TOP 1% - 15% OF THE CLASS TO DATE Advanced Field Placement LAW 6667 0.00 CR Spring 2020 Freuden Law School LAW 6871 U.S. Foreign Relations 2.00 A+ Law Law LAW 6208 Property 4.00 CR Swaine Tuttle 9.00 GPA-Hrs 9.00 GPA 4.074 53.00 GPA-Hrs 33.00 GPA 4.000 LAW 6209 3.00 CR Legislation And CUM Regulation Good Standing Schaffner Fall 2020 LAW 6210 Criminal Law 3.00 CR LAW 6214 Constitutional Law I 3.00 CR LAW 6657 Law Review Note 1.00 -----Morrison Credits In Progress: LAW 6217 Fundamentals Of 3.00 CR Lawyering II Spring 2021 Mcdonough Ehrs 16.00 GPA-Hrs 0.00 GPA 0.000 31.00 GPA-Hrs 15.00 GPA 3.956 LAW 6657 Law Review Note CUM 1.00 -----LAW 6668 Field Placement 2.00 -----Good Standing Credits In Progress: DURING THE SPRING 2020 SEMESTER, A GLOBAL PANDEMIC CAUSED BY COVID-19 RESULTED IN SIGNIFICANT ACADEMIC DISRUPTION. ALL LAW SCHOOL COURSES FOR SPRING 2020 SEMESTER WERE GRADED ON A MANDATORY





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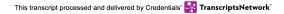
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SUBJ NO	COURSE TITLE	CRDT	GRD PTS
Fall 2021			
LAW 6218	Prof Responsibility & Ethics	2.00	
LAW 6402	Antitrust Law	3.00	
LAW 6526	International Trade Law	3.00	
LAW 6544	Intl Investment Law & Arbitrtn	2.00	
TAW 6550	Law Of The Sea	2.00	1000000
LAW 6658	Law Review	1.00	2 N. W.
	Credits In Progress:	13.00	
*******	****** TRANSCRIPT TOTALS	*****	******
	Earned Hrs GPA Hrs	Point	s GPA

TOTAL INSTITUTION 53.00 33.00 132.00

33.00 132.00 OVERALL 53.00 4.000





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DESIGNATION OF CREDIT

All courses are taught in semester hours.

TRANSFER CREDIT

Transfer courses listed on your transcript are bonafide courses and are assigned as advanced standing. However, whether or not these courses fulfill degree requirements is determined by individual school criteria. The notation of TR indicates credit accepted from a postsecondary institution or awarded by AP/IB

EXPLANATION OF COURSE NUMBERING SYSTEM All colleges and schools beginning Fall 2010 semester:

All colleges and schools execut the Law School, the School of Medicine and				
8000 to 8999	For master's, doctoral, and professional-level students.			
	advanced undergraduate students with approval of the instructors and the dean or advising office.			
6000 to 6999	For master's, doctoral, and professional-level students; open to			
5000 to 5999	Special courses or part of special programs available to all students as part of ongoing curriculum innovation.			
	graduate credit with permission and additional work.			
2000 to 4999	Advanced undergraduate courses that can also be taken for			
1000 to 1999	Primarily introductory undergraduate courses.			

	schools except the Law School, the School of Medicine and , and the School of Public Health and Health Services before ter:
001 to 100	Designed for freshman and sophomore students. Open to juniors and seniors with approval. Used by graduate students to make up undergraduate prerequisites. Not for graduate credit.
101 to 200	Designed for junior and senior students. With appropriate approval, specified courses may be taken for graduate credit by completing additional work.
201 to 300	Primarily for graduate students. Open to qualified seniors with approval of instructor and department chair. In School of Business, open only to seniors with a GPA of 3.00 or better as well as approval of department chair and dean.
301 to 400	Graduate School of Education and Human Development, School of Engineering and Applied Science, and Elliott School of International Affairs – Designed primarily for graduate students. Columbian College of Arts and Sciences – Limited to graduate students, primarily for doctoral students. School of Business – Limited to doctoral students.
700s	The 700 series is an ongoing program of curriculum innovation. The series includes courses taught by distinguished University Professors.
801	This number designates Dean's Seminar courses.
Th	

The Law School

Before June	, 1968:	
100 to 200	Required courses for first-year students	

201 to 300	Required and elective courses for Bachelor of Laws or Juris
	Doctor curriculum. Open to master's candidates with approval.
301 to 400	Advanced courses. Primarily for master's candidates. Open to

LL.B or J.D. candidates with approval.

After June 1, 1968 through Summer 2010 semester:

201 10 233	nequired courses for J.D. carididates.
300 to 499	Designed for second- and third-year J.D. candidates. Open to
	master's candidates only with special permission.

500 to 850 Designed for advanced law degree students. Open to J.D. candidates only with special permission.

School of Medicine and Health Sciences and

School of Public Health and Health Services before Fall 2010 semester: Designed for students in undergraduate programs

201 to 800

Designed for M.D., health sciences, public health, health services, exercise science and other graduate degree candidates in the

basic sciences.

CORCORAN COLLEGE OF ART + DESIGN

The George Washington University merged with the Corcoran College of Art + Design, effective August 21, 2014. For the pre-merger Corcoran transcript key, please visit

THE CONSORTIUM OF UNIVERSITIES OF THE WASHINGTON METROPOLITAN AREA

Courses taken through the Consortium are recorded using the visited institutions' department symbol and course number in the first positions of the title field. The visited institution is denoted with one of the following GW abbreviations.

AU	American University	MMU	Marymount University
CORC	Corcoran College of Art &	MV	Mount Vernon College
	Design	NVCC	Northern Virginia Community College
CU	Catholic University of America	PGCC	Prince George's Community College
GC	Gallaudet University	SEU	Southeastern University
GU	Georgetown University	TC	Trinity Washington University
GL	Georgetown Law Center	USU	Uniformed Services University of the
GMU	George Mason University		Health Sciences
HU	Howard University	UDC	University of the District of Columbia
MC	Montgomery College	UMD	University of Maryland

GRADING SYSTEMS

Undergraduate Grading System A, Excellent; B, Good; C, Satisfactory; D, Low Pass; F, Fail; I, Incomplete; IPG, In Progress; W, Authorized Withdrawal; Z, Unauthorized Withdrawal; P, Pass; NP, No Pass; AU, Audit. When a grade is assigned to a course that was originally assigned a grade of I, the I is replaced by the final grade. Through Summer 2014 the I was replaced with I and the final

grade.

Grade: Effective Fall 2011: The grading symbol RP indicates the class was repeated under Academic Forgiveness.

Effective Fall 2003: The grading symbol R indicates need to repeat course.

Prior to Summer 1992: When a grade is assigned to a course that was originally assigned a

grade of I, the grade is replaced with I/ and the grade.

Effective Fall 1987: The following grading symbols were added: A-, B+, B-, C+, C-, D+, D-.

Effective Summer 1980: The grading symbols: P, Pass, and NP, No Pass, replace CR, Credit, and NC, No Credit.

Graduate Grading System (Excludes Law and M.D. programs.) A, Excellent; B, Good; C, Minimum Pass; F, Failure; I, Incomplete; IPG, In Progress; CR, Credit; W, Authorized Withdrawal; Z, Unauthorized Withdrawal; Z, Unauthorized Withdrawal; Z, Unauthorized assigned to a course that was originally assigned a grade of I, the grade is replaced with I and the grade. Through Summer 2014 the I was replaced with I and the final grade.

Effective Fall 1994: The following grading symbols were added: A-, B+, B-, C+, C- grades on the graduate level.

Law Grading System A+, A, A-, Excellent; B+, B, B-, Good; C+, C, C-, Passing; D, Minimum Pass; F, Failure; CF, Credit; NC, No Credit; I, Incomplete. When a grade is assigned to a course that was originally assigned a grade of I, the grade is replaced with I and the grade. Through Summer 2014 the I was replaced with I and the final grade.

M.D. Program Grading System

H, Honors; HP, High Pass; P, Pass; F, Failure; IP, In Progress; I, Incomplete; CN, Conditional; W, Withdrawal; X, Exempt, CN/P, Conditional converted to Pass; CN/F, Conditional converted to Failure. Through Summer 2014 the I was replaced with I and the

For historical information not included in the transcript key, please visit

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REFNUM:53417932

THE GEORGE WASHINGTON UNIVERSITY

OFFICE OF THE REGISTRAR

WASHINGTON, DC

: G26829402 GWid Date of Birth: 22-NOV Date Issued: 11-JUN-2021

Student Level: Undergraduate

Issued To: STEVEN HESS
900 N. STUART ST.
ARLINGTON, VA 22203 Admit Term: Fall 2013

Current College(s):Columbian Coll of Arts & Sci

Record of: Steven Philip Hess

Current Major(s): Economics Political Science			
Degree Awarded: Bachelor of Arts 21-M cum laude	IAY - 201	17	
Major: Economics Major: Political Science			
SUBJ NO COURSE TITLE	CRDT	GRD	PTS
NON-GW HISTORY:			
sum12-13 Advanced Placement	Exam (Credi	Lt
ECON 1011 Principles Of Economics	3.00	TR	
ECON 1012 Principles Of Economics HIST 1310 Intro To American History	3.00	TR	
HIST 1310 Intro To American History	3.00	TR	
HIST 1311 Intro To American History	3.00	TR	
HIST 1311 Intro To American History MATH 1231 Single-Variable Calculus I	3.00	TR	
Transfer Hrs: 15.00 Total Transfer Hrs: 15.00			
GEORGE WASHINGTON UNIVERSITY CREDIT:			
Fall 2013			
Columbian Coll of Arts & Sci			
Arts & Sciences			
PHIL 1051 Introduction To	3.00	7	12.00
	3.00	A	12.00
Philosophy PSC 1001 Intro To Comparative Politics	3.00	A-	11.10
PSC 1002 Intro-American Politics & Govt	3.00	A	12.00
STAT 1000 Measuring Uncertainty	3.00	A	12.00
SUST 1001 Introduction To	3.00		12.00
Sustainability	3.00		12.00
	0 10 (מסי	3 94
Ehrs 15.00 GPA-Hrs 15.00 Pts 5 CUM 15.00 GPA-Hrs 15.00 Pts 5	0 10	JPA JDA	3.94
	9.10	3PA	3.94
Good Standing			
Dean's List			
Spring 2014			
Columbian Coll of Arts & Sci			
Arts & Sciences			
HIST 1011 World History,	3.00	A	12.00
I500-Present			
PPPA 2117 Executive Branch Politics	3.00	A	12.00
PSC 1000 Publicopinion&	3.00		9.00
Usforeignpolicy			
PSC 1003 Intro-International	3.00	A -	11.10
Politics	5.00		
UW 1020 University Writing	4.00	7	16.00
Ehrs 16.00 GPA-Hrs 16.00 Pts 6			3.76
CUM 31.00 GPA-Hrs 31.00 Pts 11	9.20 (∍PA	3.85
Good Standing		nana a	
******* CONTINUED ON NEXT COLUMN	****	****	*****

SUBJ N		COURSE TITLE	CRDT		
Fall 2	014				
ECON 2		Intermed Microeconomic Theory	3.00	A -	11.10
ਸ਼ਾਵਧ 2		Us Diplomatic History	3 00	Δ	12.00
	219	Us Political Parties/Politics	3.00		12.00
PSC 2	331	Politics Of Russia, C/E Europe	3.00	A	12.00
PSYC 1	001	General Psychology	3.00	B+	9.90
Ehrs	15.	00 GPA-Hrs 15.00 Pts	57.00	GPA	3.80
CUM	46.	00 GPA-Hrs 46.00 Pts	176.20	GPA	3.83
Good	Stan	ding			
Dean	's Li	st			
Spring	2015	3011			
		Coll of Arts & Sci			
		Science			
	004	Contemporary Sci-Nonsci	3.00	В	9.00
ECON 2	102	Intermed Macroeconomic Theory	3.00	В	9.00
PSC 2	101	Scope & Methods In Psc	3.00	C+	6.90
PSC 2	216	The American Presidency	3.00	В	9.00
PSC 2		The American Presidency Politics&Foreignpolicy/ Israel	3.00	C-	5.10
Ehrs	15.	00 GPA-Hrs 15.00 Pts	39.00	GPA	2.60
CUM	61.	00 GPA-Hrs 61.00 Pts	215.20	GPA	3.53
Good	Stan	ding			
Fall 2	015				
ECON 3	101	Investment Management	3.00	В	9.00
ECON 3	190	Law And Economics	3.00	Δ.	12.00
	330	Comp Politics Western Europe			12.00
PSC 2			3.00	A -	11.10
PSC 2		Development Politics Theories Of Intern'Tl Politics	3.00		12.00
Ehrs	15.	00 GPA-Hrs 15.00 Pts	56.10	GPA	3.74
CUM	76.	00 GPA-Hrs 76.00 Pts			
		ding ***** CONTINUED ON PAGE	2 ****	****	******
		continues on mos	-		





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Date Issued: 11-JUN-2021

Page: 2

Record of: Steven Philip Hess

SUBJ NO	COURSE TITLE	CRDT GRD	PTS	SUBJ NO	COURSE	TITLE		CRDT GR	D PTS
Spring 201	6			******		TRANSCRIPT Earned Hrs			****** GPA
BADM 4101	Business Law And Ethics	3.00 A-	11.10						
ECON 2104	Intermed Macro:	3.00 B-	8.10	TOTAL INSTI	TUTION	134.00	134.00	474.20	3.54
	Mathematical								
ECON 3191	Game Theory	3.00 C	6.00	TOTAL NON-G	W HOURS	15.00	0.00	0.00	0.00
PSC 2374	Politics&Foreignpolicy	3.00 B+	9.90						
	Ofjapan			OVERALL		149.00	134.00	474.20	3.54
PSC 2993	Comparative Political	3.00 A	12.00						
	Economy			###########	######	END OF DO	CUMENT #	#########	########
Ehrs 1	5.00 GPA-Hrs 15.00 Pts	47.10 GPA	3.14						
CUM 9:	1.00 GPA-Hrs 91.00 Pts	318.40 GPA	3.50						
Good Sta	anding								

Summer	201	6
Summer	2 U I	О

ECON	2180	International Economics	3.00 A	12.00
ECON	2182	International	3.00 A	12.00
		Macroeconomics		
PSC	2383	Govts & Politics-Latin	3.00 A	12.00
		America		
Eĥ	nrs 9	0.00 GPA-Hrs 9.00 Pts	36.00 GPA	4.00
Ct	лм 100	0.00 GPA-Hrs 100.00 Pts	354.40 GPA	3.54
Fall	2016			
ANTH	1001	Biological Anthropology	4.00 A-	14.80
ECON	3181	International Trade	3.00 B+	9.90
		Theory		
ENGL	2460	Fiction Writing	3.00 A	12.00
PSC	2107	20th Century Political	3.00 A	12.00
		Thought		
STAT	1051	Intro-Business &	3.00 B	9.00

STAT 10:	or int:	ro-Busine	ess &		3.0) B	9.0
	Eco	nomic Sta	at				
Ehrs	16.00	GPA-Hrs	16.00	Pts	57.70	GPA	3.61
CUM	116.00	GPA-Hrs	116.00	Pts	412.10	GPA	3.55
Good	Standi	ng					

Spring 2017

Columbian Coll of Arts & Sci Economics Political Science

PC	TILLICE	IT SC	rence					
ECON	2159	Govt	Regula	ation Of	The	3.00	A	12.00
		Econo	omy					
ECON	2198	East	Asian	Economi	es	3.00	A	12.00
ECON	4198W	Prose	eminar	In Econ	omics	3.00	A -	11.10
ENGL	1210	Intro	o To Cr	reative	Writin	ng 3.00	A -	11.10
PSC	3192W	Briti	ish Pol	litics		3.00	B+	9.90
STAT	2118	Regre	ession	Analysi	s	3.00	С	6.00
Eh	rs 18	3.00	GPA-Hrs	18.00	Pts	62.10	GPA	3.45
CU	JM 134	1.00 0	GPA-Hrs	134.00	Pts	474.20	GPA	3.54
Go	od Sta	anding	3					
ate ate ate ate at		4 00		ONT NITTEE	m 0011	TAFAT AAAA		

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DESIGNATION OF CREDIT

All courses are taught in semester hours.

TRANSFER CREDIT

Transfer courses listed on your transcript are bonafide courses and are assigned as advanced standing. However, whether or not these courses fulfill degree requirements is determined by individual school criteria. The notation of TR indicates credit accepted from a postsecondary institution or awarded by AP/IB

EXPLANATION OF COURSE NUMBERING SYSTEM All colleges and schools beginning Fall 2010 semester:

1000 to 1999	Primarily introductory undergraduate courses.
2000 to 4999	Advanced undergraduate courses that can also be taken for
	graduate credit with permission and additional work.
5000 to 5999	Special courses or part of special programs available to all
	students as part of ongoing curriculum innovation.
6000 to 6999	For master's, doctoral, and professional-level students; open to
	advanced undergraduate students with approval of the instructors
	and the dean or advising office.
8000 to 8999	For master's, doctoral, and professional-level students.

	schools except the Law School, the School of Medicine and
Health Sciences Fall 2010 semest	, and the School of Public Health and Health Services before ter:
001 to 100	Designed for freshman and sophomore students. Open to juniors and seniors with approval. Used by graduate students to make up undergraduate prerequisites. Not for graduate credit.
101 to 200	Designed for junior and senior students. With appropriate approval, specified courses may be taken for graduate credit by completing additional work.
201 to 300	Primarily for graduate students. Open to qualified seniors with approval of instructor and department chair. In School of Business, open only to seniors with a GPA of 3.00 or better as well as approval of department chair and dean.
301 to 400	Graduate School of Education and Human Development, School of Engineering and Applied Science, and Elliott School of International Affairs – Designed primarily for graduate students. Columbian College of Arts and Sciences – Limited to graduate students, primarily for doctoral students. School of Business – Limited to doctoral students.
700s	The 700 series is an ongoing program of curriculum innovation. The series includes courses taught by distinguished University Professors.
801	This number designates Dean's Seminar courses.
The Law School	

THE LAW COME	0.
Before June 1	, 1968:
100 to 200	Required courses for first-year students.

201 to 300	Required and elective courses for Bachelor of Laws or Juris
	Doctor curriculum. Open to master's candidates with approval.

301 to 400 Advanced courses. Primarily for master's candidates. Open to LL.B or J.D. candidates with approval.

After June 1, 1968 through Summer 2010 semester:

201 10 299	nequired courses for J.D. carididates.
300 to 499	Designed for second- and third-year J.D. candidates. Open to
	master's candidates only with special permission.

500 to 850 Designed for advanced law degree students. Open to J.D. candidates only with special permission.

School of Medicine and Health Sciences and

basic sciences.

School of Public Health and Health Services before Fall 2010 semester: Designed for students in undergraduate programs

201 to 800 Designed for M.D., health sciences, public health, health services, exercise science and other graduate degree candidates in the

CORCORAN COLLEGE OF ART + DESIGN

The George Washington University merged with the Corcoran College of Art + Design, effective August 21, 2014. For the pre-merger Corcoran transcript key, please visit

THE CONSORTIUM OF UNIVERSITIES OF THE WASHINGTON METROPOLITAN AREA

Courses taken through the Consortium are recorded using the visited institutions' department symbol and course number in the first positions of the title field. The visited institution is denoted with one of the following GW abbreviations.

AU	American University	MMU	Marymount University
CORC	Corcoran College of Art &	MV	Mount Vernon College
	Design	NVCC	Northern Virginia Community College
CU	Catholic University of America	PGCC	Prince George's Community College
GC	Gallaudet University	SEU	Southeastern University
GU	Georgetown University	TC	Trinity Washington University
GL	Georgetown Law Center	USU	Uniformed Services University of the
GMU	George Mason University		Health Sciences
HU	Howard University	UDC	University of the District of Columbia
MC.	Montgomery College	LIMD	University of Maryland

GRADING SYSTEMS

Undergraduate Grading System A, Excellent; B, Good; C, Satisfactory; D, Low Pass; F, Fail; I, Incomplete; IPG, In Progress; W, Authorized Withdrawal; Z, Unauthorized Withdrawal; P, Pass; NP, No Pass; AU, Audit. When a grade is assigned to a course that was originally assigned a grade of I, the I is replaced by the final grade. Through Summer 2014 the I was replaced with I and the final

grade.

Grade: Effective Fall 2011: The grading symbol RP indicates the class was repeated under Academic Forgiveness.

Effective Fall 2003: The grading symbol R indicates need to repeat course.

Prior to Summer 1992: When a grade is assigned to a course that was originally assigned a

grade of I, the grade is replaced with I/ and the grade.

Effective Fall 1987: The following grading symbols were added: A-, B+, B-, C+, C-, D+, D-.

Effective Summer 1980: The grading symbols: P, Pass, and NP, No Pass, replace CR, Credit, and NC, No Credit.

Graduate Grading System (Excludes Law and M.D. programs.) A, Excellent; B, Good; C, Minimum Pass; F, Failure; I, Incomplete; IPG, In Progress; CR, Credit; W, Authorized Withdrawal; Z, Unauthorized Withdrawal; Z, Unauthorized Withdrawal; Z, Unauthorized assigned to a course that was originally assigned a grade of I, the grade is replaced with I and the grade. Through Summer 2014 the I was replaced with I and the final grade.

Effective Fall 1994: The following grading symbols were added: A-, B+, B-, C+, C- grades on the graduate level.

Law Grading System A+, A, A-, Excellent; B+, B, B-, Good; C+, C, C-, Passing; D, Minimum Pass; F, Failure; CF, Credit; NC, No Credit; I, Incomplete. When a grade is assigned to a course that was originally assigned a grade of I, the grade is replaced with I and the grade. Through Summer 2014 the I was replaced with I and the final grade.

M.D. Program Grading System

H, Honors; HP, High Pass; P, Pass; F, Failure; IP, In Progress; I, Incomplete; CN, Conditional; W, Withdrawal; X, Exempt, CN/P, Conditional converted to Pass; CN/F, Conditional converted to Failure. Through Summer 2014 the I was replaced with I and the

For historical information not included in the transcript key, please visit

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The George Washington University Law School 2000 H Street, NW Washington, DC 20052

December 22, 2021

The Honorable Michael Shea Abraham Ribicoff Federal Building and United States Courthouse 450 Main Street, Room 623 Hartford, CT 06103-3022

Dear Judge Shea:

I am happy to have this opportunity to give my strong recommendation to Steven Hess for a clerkship. Mr. Hess was my student in Civil Procedure and Administrative Law and also served as my research assistant.

Mr. Hess is an excellent student and did extremely well in both classes he took with me. He particularly excelled in class participation. In both classes (including one with nearly 100 students), he was the leading participant in our classroom discussions. He was always prepared and always had something thoughtful to say, whether he was volunteering or being cold-called. He really stood out in this regard.

Mr. Hess followed up with excellent exam performances and amply earned his grade of A in both classes. His exams not only showed strong comprehension of the subject matter, but a strong ability to spot the issues in a complex set of facts and rapidly produce a coherent and intelligent written discussion of them—an ability, I am sure, that would serve him well as a law clerk.

I was so impressed with Mr. Hess's performance in my classes that I asked him to serve as my research assistant. His assistance was valuable to me in connection with the special challenges posed by my first piece of empirical scholarship. The tasks with which I required assistance were not just the usual legal research, and he showed good ability to adapt his research skills to the unusual needs of this empirical project.

Mr. Hess's transcript shows that his strong performance has extended throughout the curriculum. His GPA is an impressive 3.97. And as you can see from his resume, he is not only serving as an Articles Editor on our Law Review, but he has also founded an Administrative Law Society at the school, he has served other faculty members as a research or teaching assistant, and he

has considerable outside work experience, including experience as a judicial intern, which would enable him to hit the ground running as a law clerk. For him to maintain his strong GPA while engaged in all of these extracurricular activities is especially impressive.

Finally, I may add that Mr. Hess has an engaging personality and a strong "can-do" attitude that I think would make him a very welcome addition to a judge's chambers.

For these reasons, I think Mr. Hess would make an excellent law clerk. If you have any questions about him, please feel free to call me at 202-994-7453.

Sincerely,

Jonathan R. Siegel Professor of Law & Davis Research Professor George Washington University Law School The George Washington University Law School 2000 H Street, NW Washington, DC 20052

December 22, 2021

The Honorable Michael Shea Abraham Ribicoff Federal Building and United States Courthouse 450 Main Street, Room 623 Hartford, CT 06103-3022

Dear Judge Shea:

I am writing to recommend a student of mine at George Washington University Law School, Steven Hess, for a clerkship in your chambers. Mr. Hess has earned the best pair of grades I have ever given a student, and discharged capably an assignment I have never delegated before. He has my highest recommendation.

I first taught Mr. Hess as a 1L in the fall of 2019, in Contracts. It was an unusual and somewhat overwhelming semester for me—I was returning from research leave abroad, and teaching two Contracts sections with over 200 first-year students—and it was challenging to get to know the students. I had no difficulty becoming acquainted with Mr. Hess. He volunteered readily in class, and came to office hours; none of this was pressing or overbearing, nor perceived as such by other students, because he seemed unassuming and genuinely interested in the ideas. His discussions in and out of class showed a growing mastery both of contract law and an increased sophistication as a law student more generally. His final grade was based entirely on a blind-graded exam, but I was not at all surprised by his performance. I gave him an A+, something I reserve for one or two students per class, even for sections of over 100 students.

When it came time to teach Contracts again in the fall of 2020, this time virtually, it was announced as classes began that professors teaching first-year students could hire teaching assistants. I had never done so before, partly due to concerns about quality control and partly because I benefit from directly interacting with students who may be struggling. But given the unusual circumstances I decided to experiment, and asked Mr. Hess if he were willing. He accepted, and I think it was absolutely critical to the success of a very challenging semester for my students. Mr. Hess independently hosted weekly office hours in which he fielded student questions, as well as answering student questions by email. I did not supervise these interactions, nor was I ever anxious about whether students were receiving good guidance. Because I was curious about how students regarded having a teaching assistant, I asked a number of 1L students whether they thought it had been helpful, and they indicated that Mr. Hess' assistance was invaluable.

Prior to all this, Mr. Hess had enrolled as a student in my International Law class for the fall. That course covers a diverse array of subjects—matters like the Foreign Sovereign Immunities Act, treaty interpretation, investment rights, and use of force—and the method of analysis is quite different from Contracts. Mr. Hess took it all in stride. He again earned an A+ on the blind-graded final, making him one of the first, if not the first, students that I've twice awarded that grade. While the grade was assigned based on his examination, it would also have been merited based on his class participation. I've come to think of him as a very doctrinally-inclined student, and his first instinct is to answer open-ended questions in terms of what the case law and other legal sources indicates. That said, he fielded technical questions of that ilk, as well as normative or opinion-oriented questions, with equal aplomb. Notwithstanding the virtual environment, Mr. Hess continued to be an attentive, engaged student, at ease both with listening to others and to responding when input was sought.

You will undoubtedly see Mr. Hess's transcript and resume, and I prefer not to focus on things that are readily apparent in the records: his grades in other classes, his service as an articles editor on the George Washington Law Review, and so forth. But I do want to highlight a common thread that is resonant with my own experience, but also potentially misleading. What comes across, I hope, is how relentlessly Mr. Hess has pursued opportunities to be taught and trained in real, substantive law—the kind seen in judicial proceedings, in a state attorney general's office, or in a small-scale legal practice. It would be mistaken, however, to conclude that he is unidimensional, or simply a grind. He is funny, and self-deprecating, and lively in conversation. I was confident in hiring him to interact with other students both because I knew he could be trusted with the material and also because I knew he would earn their trust. I have no doubt he would be both a highly capable and collegial asset in chambers.

Basically, Mr. Hess could not have done better in my classes than he did. Moreover, he was impressive enough that I delegated responsibility to him that I'd never delegated before, and it was a smashing success. I am very confident that, were he selected for a clerkship, he would exceed every expectation. I recommend him highly and without reservation.

Needless to say, I am happy to answer any questions you may have.

Sincerely,

Edward T. Swaine Charles Kennedy Poe Research Professor

Edward Swaine - eswaine@law.gwu.edu

Edward Swaine - eswaine@law.gwu.edu

The George Washington University Law School 2000 H Street, NW Washington, DC 20052

December 22, 2021

The Honorable Michael Shea Abraham Ribicoff Federal Building and United States Courthouse 450 Main Street, Room 623 Hartford, CT 06103-3022

Dear Judge Shea:

I write to recommend Steven Hess for a federal judicial clerkship. I do so with the utmost confidence in his abilities to ably perform the legal research and writing necessary to exceed your expectations.

During his brief fall clerkship with the Maryland Attorney General's Office, I directly supervised Steven's work providing both internal and external memoranda on issues ranging from a price gouging administrative enforcement action to police accountability reforms in the wake of George Floyd's very public homicide at the hands of a former police officer. Steven also helped me draft legislation to increase landlord eviction filing surcharges and prevent landlords from passing along the increase to tenants. Unsatiated by my many demands of him, Steven also assisted our Chief Counsel for Civil Rights in developing internal legal memoranda on federal (Health Insurance Portability and Accountability Act) and State (Maryland Public Information Act) laws.

I have every confidence that Steven is a team player and possesses the right degree of intellect and humility to be an extraordinary clerk. His prior in-chambers experience at both the D.C. U.S. District Court and (soon) the U.S. Court of Appeals for the Ninth Circuit will, undoubtedly, serve him well if you select him as your clerk. Moreover, in my twenty-plus years as a lawyer, I've supervised clerks who went on to federal trial and appellate clerkships and even a U.S. Supreme Court clerkship. None were more ably prepared to meet my demands than Steven Hess.

For the foregoing reasons, I highly recommend Steven for a clerkship in Your Honor's chambers. If you have any questions, please do not hesitate to call me at 202-409-2239.

Sincerely,

Hannibal G. Will. ms II Kemerer Chief Counsel, Legislative Affairs Maryland Office of the Attorney General

Applicant Details

First Name Natalie
Last Name Hills

Citizenship Status U. S. Citizen

Email Address <u>nhills@jd22.law.harvard.edu</u>

Address Address

Street

39 Clinton Street Apt 8

City

Cambridge State/Territory Massachusetts

Zip 02139 Country United States

Contact Phone Number 2037456948

Applicant Education

BA/BS From University of Chicago

Date of BA/BS June 2019

JD/LLB From Harvard Law School

https://hls.harvard.edu/dept/ocs/

Date of JD/LLB May 26, 2022

Class Rank School does not rank

Law Review/Journal Yes

Journal(s) International Law Journal

Moot Court Experience No

Bar Admission

Prior Judicial Experience

Judicial Internships/Externships Yes Post-graduate Judicial Law Clerk No

Specialized Work Experience

Recommenders

Davies, Susan sdavies@law.harvard.edu 617-496-6228 Squires-Lee, Debra debra.squireslee@jud.state.ma.us Ahmed, Sameer sahmed@law.harvard.edu

This applicant has certified that all data entered in this profile and any application documents are true and correct.

Natalie Hills

39 Clinton Street Apt 8, Cambridge, MA 02139 ♦ 203-745-6948 ♦ nhills@jd22.law.harvard.edu

February 9, 2022

The Honorable Michael P. Shea United States District Court, District of Connecticut Abraham Ribicoff Federal Building and United States Courthouse Hartford, CT 06103-3022

Dear Judge Shea:

I am writing to apply for a clerkship in your chambers for the 2023-2024 term. I am a third-year student at Harvard Law School and an Executive Editor of the *Harvard International Law Journal*. I grew up in Guilford, Connecticut and would be excited to return to the state to clerk.

My experience interning for Associate Justice Squires-Lee of the Massachusetts Superior Court both solidified my interest in clerking and helped sharpen my legal research, analysis, and writing skills. I enjoyed learning about new aspects of the law every day and having the chance to witness and think deeply about their impact. As a Summer Associate at Sullivan & Cromwell in New York, I applied many of the skills I gained as a judicial intern to litigation, working primarily on a securities litigation and an international arbitration. My other legal experience includes two internships at the International Legal Foundation (ILF), where I researched a range of legal issues related to criminal justice, access to justice, and legal aid, as well as an internship at the D.C. Public Defender Service.

Enclosed please find my resume, law school transcript, undergraduate transcript, writing sample, and letters of recommendation from the following individuals:

The Honorable Debra Squires-Lee Prof. Susan M. Davies Prof. Sameer Ahmed debra.squireslee@jud.state.ma.us smdavies1654@gmail.com sahmed@law.harvard.edu 617-998-1538 617-384-0088

I am happy to provide any other information that would be helpful to you. Thank you for your time and consideration.

Sincerely,

Natalie Hills

Natalie Hills

39 Clinton Street Apt 8, Cambridge, MA 02139 ♦ 203-745-6948 ♦ nhills@jd22.law.harvard.edu

EDUCATION

Harvard Law School, J.D. Candidate, May 2022

Activities: International Law Journal: Executive Editor, Features Editor, Executive Submissions Editor

Law and International Development Society; Vice President of Projects

Harvard Prison Legal Assistance Project; Language and Accessibility Coordinator Judicial Process in Trial Courts Clinic; Intern for Judge Debra Squires-Lee, Spring 2021

Harvard Crimmigration Clinic; Fall 2020

University of Chicago, B.A. in Economics and Philosophy, June 2019

Honors: Phi Beta Kappa

Activities: Department of Economics; Teaching and Research Assistant

University Ballet of Chicago; Artistic Director and Dancer

Study Abroad: China (Winter 2015, Summer 2016, Fall 2017), Russia (Summer 2013)

EXPERIENCE

Sullivan & Cromwell, New York, NY

Summer 2021

Summer Associate (received offer of permanent employment)

- Worked on a variety of litigation matters, including an international arbitration and a securities litigation related to cryptocurrency
- Helped draft a request for interim measures, conducted extensive legal research, and produced two research memos for the international arbitration
- Wrote a memo on the application of the *Howey* test to cryptocurrency sales

Judicial Process in Trial Courts Clinic, Remote

Spring 2021

Intern for Judge Squires-Lee at the Suffolk County Superior Court

- Researched a range of legal issues at the request of Judge Squires-Lee and produced memos and case summaries
- Cite checked and edited decisions
- Observed Judge Squires-Lee's zoom hearings throughout the Spring 2021 criminal session and part of the civil session and discussed the hearings with Judge-Squires-Lee at the end of each day

International Legal Foundation Myanmar, Remote

Summer 2020

Legal Program Intern

- Researched Myanmar's documentation and citizenship laws with a specific focus on Rohingya Muslims and developed a comprehensive guide on the registration process and its problems, as well as a guide for providing legal representation to people who have been criminally charged for being undocumented
- Researched housing, land, and property issues in Myanmar and wrote a memo covering the range of legal and practical issues faced by Burmese farmers and internally displaced people

International Legal Foundation, New York, NY

Summer 2018

Research Intern

- Researched and produced reports on criminal law, access to justice, and legal aid in Myanmar, China, Nepal, Bangladesh, the United States, and Tunisia
- Drafted an in-depth research report on plea bargaining for use in the government of Nepal

Public Defender Service for the District of Columbia, Washington, DC

Summer 2017

Intern Investigator

- Organized and planned the investigation process for new cases. Located and interviewed witnesses and took witness statements. Assisted clients through the court process.
- · Documented crime scenes, collected records, produced investigative memos, and prepared court exhibits

Harvard Law School

Date of Issue: February 1, 2022 Not valid unless signed and sealed Page 1 / 2

Record of: Natalie A Hills Current Program Status: JD Candidate Pro Bono Requirement Complete

	JD Program			2028	Comparative Constitutional Law Jackson, Vicki	Н	4
	Fall 2019 Term: August 27 - December 18			8043	Crimmigration Clinic	Н	3
1000	Civil Procedure 7	Н	4		Torrey, Philip		J
300	Spencer, Benjamin	11	7	2597	Crimmigration: The Intersection of Criminal Law and	Н	2
001	Contracts 7	Р	4		Immigration Law		
•	Rakoff, Todd				Torrey, Philip		
006	First Year Legal Research and Writing 7B	H /	2	2079	Evidence	Р	3
	Elinson, Gregory	(L	AW	Clary, Richard		
003	Legislation and Regulation 7	PRI	14	2206 5	Private Law Workshop	Н	2
	Davies, Susan			4	Goldberg, John	2000 T 1 1 0 15	
004	Property 7	Q_H /	4	10) \ Fall 2	2020 Total Credits:	14
	Smith, Henry	W /			Spring 2021 Term: January 25 - May 14		
	Fall 201	9 Total Credits:	18	2973	Foundations of International Arbitration: Theory and P	Practice H	2
	Winter 2020 Term: January 06 - January 24				(S01)		
55	Introduction to Trial Advocacy	CR	/IE ,		Sobota, Luke		
55	Sullivan, Ronald			8022	Judicial Process in Trial Courts Clinic	Н	3
	,	0 Total Credits:	. 3		Cratsley, John		
			حالم	2139	Judicial Process in Trial Courts Clinical Seminar	Н	2
	Spring 2020 Term: January 27 - May 15			AS /	Cratsley, John		
e to the se	rious and unanticipated disruptions associated with the outbreak	of the COVID19 h	ealth	2212	Public International Law	Н	4
isis, all sprir	ng 2020 HLS academic offerings were graded on a mandatory CF	R/F (Credit/Fail) ba	asis.		Blum, Gabriella	2004 Tatal Onadita	44
, ,		ND /				2021 Total Credits: 2020-2021 Credits:	11 25
		CR _O		2000 REGIST	10tdi 2		23
)24	Constitutional Law 7	CROL	4	- DECI	Fall 2021 Term: September 01 - December 03	3	
002	Fallon, Richard	CR	` []-	2000	Administrative Law	Н	4
J2	Criminal Law 7	UM	4		Freeman, Jody		
006	Yang, Crystal First Year Legal Research and Writing 7B	CR	2	2086	Federal Courts and the Federal System	Р	5
J0	Elinson, Gregory	VΠ	۷		Field, Martha		
24	The Effects of Mass Incarceration: Experiences of Prison	and CR	2	3035	Global Justice Workshop	Н	2
2024	Parole	und On			Blum, Gabriella		_
	Umunna, Dehlia			2169	Legal Profession: Collaborative Law	Н	3
005	Torts 7	CR	4		Hoffman, David	2004 Tatal Onadita	
	Gersen, Jacob				Fall 2	2021 Total Credits:	14
	Spring 202	O Total Credits:	16		Spring 2022 Term: February 01 - April 22		
	Total 201	9-2020 Credits:	37	2035	Constitutional Law: First Amendment	~	4
	Fall 2020 Term: September 01 - December 31				Feldman, Noah		
	Tall 2020 Tollin Coptoniosi of Bosoniosi of			2048	Corporations	~	4
					Hanson, Jon		
					continued on r	next nage	
				·	oonunded on t	ioni pago	
					Now K	lun	
					(was		
					Assistant Dean and	d Remistrar	

Assistant Dean and Registrar

Harvard Law School

Record of: Natalie A Hills

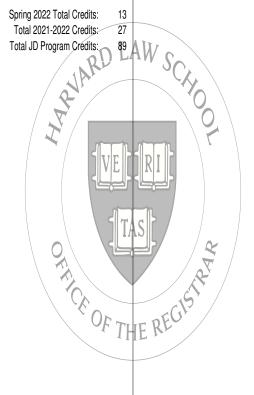
Date of Issue: February 1, 2022 Not valid unless signed and sealed

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2391	Progressive Alternatives: Institutional Reconstruction Now	~	2
3132	Unger, Roberto Mangabeira Rights and Rights Holders	~	1
3039	Schaus, Steven The Rule and The Exception	~	2

Chiao, Vincent

End of official record



Assistant Dean and Registrar

HARVARD LAW SCHOOL

Office of the Registrar
1585 Massachusetts Avenue
Cambridge, Massachusetts 02138
(617) 495-4612
www.law.harvard.edu
registrar@law.harvard.edu

Transcript questions should be referred to the Registrar.

. . .

In accordance with the Family Educational Rights and Privacy Act of 1974, information from this transcript may not be released to a third party without the written consent of the current or former student.

A student is in good academic standing unless otherwise indicated.

Accreditation

Harvard Law School is accredited by the American Bar Association and has been accredited continuously since 1923.

Degrees Offered

J.D. (Juris Doctor) LL.M. (Master of Laws) S.J.D. (Doctor of Juridical Science)

Current Grading System

Fall 2008 - Present: Honors (H), Pass (P), Low Pass (LP), Fail (F), Withdrawn (WD), Credit (CR), Extension (EXT)

All reading groups and independent clinicals, and a few specially approved courses, are graded on a Credit/Fail basis. All work done at foreign institutions as part of the Law School's study abroad programs is reflected on the transcript on a Credit/Fail basis. Courses taken through cross-registration with other Harvard schools, MIT, or Tufts Fletcher School of Law and Diplomacy are graded using the grade scale of the visited school.

Dean's Scholar Prize (*): Awarded for extraordinary work to the top students in classes with law student enrollment of seven or more.

Rules for Determining Honors for the JD Program

Latin honors are not awarded in connection with the LL.M. and S.J.D. degrees.

May 2011 - Present

Summa cum laude To a student who achieves a prescribed average as described in

the Handbook of Academic Policies or to the top student in the

class

Magna cum laude Next 10% of the total class following summa recipient(s)

Cum laude Next 30% of the total class following summa and magna

recipients

All graduates who are tied at the margin of a required percentage for honors will be deemed to have achieved the required percentage. Those who graduate in November or March will be granted honors to the extent that students with the same averages received honors the previous May.

Prior Grading Systems

Prior to 1969: 80 and above (A+), 77-79 (A), 74-76 (A-), 71-73 (B+), 68-70 (B), 65-67(B-), 60-64 (O), 55-59 (D), below 55 (F)

1969 to Spring 2009: A+ (8), A (7), A- (6), B+ (5), B (4), B- (3), C (2), D (1), F (0) and P (Pass) in Pass/Fail classes

Prior Ranking System and Rules for Determining Honors for the JD Program

Latin honors are not awarded in connection with the LL.M. and S.J.D. degrees.

Prior to 1961, Harvard Law School ranked its students on the basis of their respective averages. From 1961 through 1967, ranking was given only to those students who attained an average of 72 or better for honors purposes. Since 1967, Harvard Law School does not rank students.

 1969 to June 1998
 General Average

 Summa cum laude
 7.20 and above

 Magna cum laude
 5.80 to 7.199

 Cum laude
 4.85 to 5.799

June 1999 to May 2010

Summa cum laude General Average of 7.20 and above (exception: summa cum laude for

Class of 2010 awarded to top 1% of class)

Magna cum laude Next 10% of the total class following summa recipients
Cum laude Next 30% of the total class following summa and magna

recipients

Prior Degrees and Certificates

LL.B. (Bachelor of Laws) awarded prior to 1969.

The I.T.P. Certificate (not a degree) was awarded for successful completion of the one-year International Tax Program (discontinued in 2004).

Assistant Dean and Registrar



Name: Natalie Ann Hills Student ID: 10457008

Undergraduate

Degree: Confer Date: Degree Honors:	Degrees Awarded Bachelor of Arts 06/15/2019 With General Honors Economics (B.A.) Philosophy (B.A.)				Honors/	E LANG	Elementary Modern Chinese-3 Math Methods for Soc. Sci Classics Soc/Polit Thought-3 BUAGE REQUIREMENT COMPLETED	Attempted 100 100 100 100 100	Earned 100 100 100 100	Grade A A A A
	Academic Program History						Summer 2016			
					Course		Description	<u>Attempted</u>	Earned	<u>Grade</u>
Program:	The College				CHIN CHIN	20100	Intermediate Modern Chinese-1 Intermediate Modern Chinese-2	100 100	100 100	A
	Start Quarter: Autumn 2015				CHIN	20300		100	100	A A
	Current Status: Completed Program Economics (B.A.)				Ormit	20000	intermediate Modern Oninese o	100	100	,,
	Philosophy (B.A.)						Autumn 2016			
	,				Course		Description	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>
					CHIN	20401	Advanced Modern Chinese-1	100	100	A
	External Education				ECON PHIL	20010		100 100	100 100	B B+
	Choate Rosemary Hall Wallingford, Connecticut				11112	20000	Andrew Times Times T	100	100	D1
	Diploma 2015						Winter 2017			
	·				Course		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>
					ARTH	10100	Introduction To Art	100	100	A
					CHIN ECON	20402 20100		100 100	100 100	A A-
					MATH	19620		100	100	A-
							3			
	Test Credits				_		Spring 2017			
	Test Credits Applied Toward Bachelor's Degree				Course	00400	<u>Description</u>	Attempted	Earned	<u>Grade</u>
	Earned Totals: 900				CHIN ECON	20403 20200		100 100	100 100	A A-
	Totals. 300				FNDL	28204	Hegel's Philosophy of Right	100	100	B+
					PHIL	27000		100	100	A-
	Beginning of Undergraduate Record				Honors/	Awards				
	Autumn 2015					S LIST 20	016-17			
<u>Course</u>	Description	Attempted	Earned	Grade						
	Elementary Modern Chinese-1	100	100	A	Cauraa		Autumn 2017	Attamatad	Farnad	Crada
	ntro To Macroeconomics	100	100	Α	Course CHIN	15005	<u>Description</u> Advanced Chinese in Beijing	Attempted 100	Earned 100	<u>Grade</u> A
	Greek Thought And Literature-1	100	100	A-	CHIIN	13003	*Beijing Autumn Civilization Program	100	100	٨
	Humanities Writing Seminars	0 100	0 100	P A	SOSC	19025	, 0	100	100	Α
SOSC 15100 (Classics Soc/Polit Thought-1	100	100	А	SOSC	19026		100	100	Α
	Winter 2016				SOSC	19027	China in East Asian Civilization-3	100	100	Α
<u>Course</u>	Description	<u>Attempted</u>	Earned	<u>Grade</u>			Winter 2018			
	Elementary Modern Chinese-2	100	100	A	Course		Description VVIII 12010	Attempted	Earned	Grade
	Greek Thought And Literature-2	100	100	A P	CHIN	20502	Fourth-Year Modern Chinese-2	100	100	A
	Humanities Writing Seminars Calculus-3	0 100	0 100	P A-	ECON	20700		100	100	Α
	Classics Soc/Polit Thought-2	100	100	Ä	PHIL	24709	Nietzsche's Critique of Morality	100	100	A
		•			STAT	23400	Statistical Models/Method-1	100	100	A-

Date Issued: 01/11/2021 Page 1 of 2



Name: Natalie Ann Hills Student ID: 10457008

Undergraduate

Course CHIN ECON PHIL PHIL Honors//	20503 23950 21600 23000 Awards S LIST 20	Economic Policy Analysis Introduction to Political Philosophy Intro:Metaphysics/Epistemology	Attempted 100 100 100 100 100	Earned 100 100 100 100	Grade A A A- A
Course CHIN ECON PHIL PHIL	20601 21020 20100 24100	Elementary Logic	Attempted 100 100 100 100	Earned 100 100 100 100	Grade A A- A A
Course CHIN CMST ECON ECON	20602 28114 21730 21800	Film and Philosophy: Issues in Melodrama	Attempted 100 100 100 100	Earned 100 100 100 100	Grade A A A A
		Fitth-Year Modern Chinese III Social Neuroscience Self-Creation as a Literary and Philosophical Problem ETA OF ILL CHAPTER OF PHI BETA KAPPA	Attempted 100 100 100 100	Earned 100 100 100 100	Grade A A A A
		areer Totals			

Milestones

Cumulative Totals

5000 5000

 Language Competency

 Status:
 Completed

 Program:
 Bachelor's Degree

 Date Completed:
 09/26/2016

 Milestone Level:
 Language Competency

 Date Attempted:
 09/26/2016 Completed

3.898

Cumulative GPA:

End of Undergraduate

Date Issued: 01/11/2021 Page 2 of 2

February 09, 2022

The Honorable Michael Shea Abraham Ribicoff Federal Building and United States Courthouse 450 Main Street, Room 623 Hartford, CT 06103-3022

Dear Judge Shea:

I write to encourage you to consider Natalie Hills for a clerkship in your chambers. You will see from her impressive transcript and resume that she would bring strong academic and work skills to your work, but there is much more to her than good grades and useful experience. She is thorough and thoughtful in considering cases, she is clear and persuasive in her oral and written presentations, and she is considerate and collegial in her interactions with classmates, faculty, and friends. She is mature and calm, and she wants to begin her legal career by learning about -- and assisting with -- the challenging work of a federal judicial docket. I do believe that she will be launching a fine career from this first step, and I believe just as strongly that she would be a valuable addition to any chambers.

I met Natalie on her first day of law school, as we embarked together into "Legislation and Regulation," an introduction to the challenges of statutory interpretation and administrative law, and more broadly to the ways in which judges confront and interpret the output of legislatures and regulatory agencies. These topics are generally new and often mysterious to new law students, but Natalie met them with enthusiasm and energy. She obviously relished the study of opportunity to dig deeply into the decisions — and the dissents — in the cases we worked through together, and she worked hard to understand why the judges decided them as they did, and not just how those decisions could be justified.

In a transcript that is mostly "Honors", her Leg-Reg grade was a "Pass," but I am happy to have the opportunity to explain that that "P" was just two points shy of an "H," and that I could not say there was otherwise a significant difference between her final work and that of many of her classmates who earned "Hs." The blind-graded exam is the entire grade for the course, so it is only in a letter like this one in which I can celebrate her excellent classroom work as well: Natalie was always well-versed in the materials I had assigned for class, she was always ready to take on the cold-call questions, and she was always willing to offer her own observations. Those observations (and indeed, her cold-call answers) were reliably sensible and insightful, and she often helped move the classroom conversation forward in interesting and productive directions.

Natalie is also, and I think very importantly for a judge putting together the small community that will make up chambers for a year, a very easy-going, other-regarding, and good-natured person. She was invariably thoughtful of her classmates, she was cheerful and pleasant in all of our interactions at office hours and informal gatherings, and she was consistently ready to engage deeply on issues under discussion, without ever becoming combative. In short, I think you would find her to be a diligent, thoughtful, and deeply decent member of your chambers. I encourage you to speak with her yourself, and I am happy to answer any questions you might have.

With many thanks for your consideration,

Susan Davies Joseph Story Senior Lecturer on Law Harvard Law School

COMMONWEALTH OF MASSACHUSETTS THE SUPERIOR COURT THREE PEMBERTON SQUARE BOSTON, MA 02018

Debra A. Squires-Lee Associate Justice debra.squireslee@jud.state.ma.us June 2, 2021

Re: Natalie Hills

To Whom it May Concern,

I write enthusiastically to recommend Natalie Hills for a judicial clerkship. I assure you that Natalie will be an asset to you and your chambers. She is sharp, focused, hard-working, intellectually curious, and a pleasure to work with.

Natalie interned with me during the spring of 2021 while I sat in a criminal session in Suffolk County Superior Court. Superior Court is the trial court of general jurisdiction in the Commonwealth of Massachusetts and the criminal session handles all felonies. Because of the COVID-19 pandemic, Natalie's internship was conducted remotely. However, Natalie observed my zoom hearings, including bail hearings, dangerousness hearings, pleas, motions to suppress, and motions for new trial and we discussed each hearing at the end of the day. Natalie's questions and comments demonstrated keen insight into the issues, which impressed me because it was her first experience in a criminal session. During the internship, Natalie's knowledge of criminal law and procedure grew rapidly.

Natalie also demonstrated adept legal research skills. For example, Natalie researched the intersection between a criminal defendant's competence to stand trial and the competence necessary to waive counsel and produced a concise, clear, well written analysis. Natalie writes with confidence. She uses active verbs and is succinct – both necessary hallmarks of an excellent law clerk.

Finally, Natalie displayed the most important attributes for a law clerk – common sense, discretion, clear communication, and curiosity. I highly recommend Natalie for a clerkship, whether at the trial or appellate level. You will be glad you hired her. If you have any questions, please contact me at the above email.

Sincerely,
/S/ Debra Squires-Lee
Debra A. Squires-Lee



6 Everett Street Suite 3103 Cambridge, MA 02138 617- 384-8165 hirc@law.harvard.edu

June 10, 2021

Re: Natalie Hills, Clerkship Recommendation

To Whom It May Concern:

I am a Clinical Instructor in the Harvard Immigration and Refugee Clinical Program at Harvard Law School and am writing to give my highest recommendation possible to Natalie Hills to serve as a law clerk in your chambers. Natalie's impressive research, writing, and advocacy skills, as well as her intellect, professionalism, and strong inter-personal skills will make her a superb candidate for a judicial clerkship in your chambers.

I had the pleasure of supervising Natalie closely when she was a student in Harvard Law School's innovative Crimmigration Clinic in the Fall 2020. In the Crimmigration Clinic, students work on cutting-edge issues regarding the intersection of criminal law and immigration law. Natalie joined the clinic as an integral member of a project developing potential litigation challenging the Boston Police Department's flawed gang database, which allows police to label young persons as gang members based on entirely lawful activity, including the clothing they wear and the classmates they are seen with. Being erroneously labeled a gang member can have catastrophic consequences for a young person's life, including being targeted for surveillance and police stops, facing harsher criminal justice outcomes, and—for noncitizens—being detained and deported. Natalie and her clinical partners had the herculean task of drafting a detailed 50-page litigation memorandum identifying the legal claims and procedural challenges of filing a successful lawsuit.

Natalie's work on the gang database project demonstrates her excellent legal research and writing skills. Natalie took the lead on developing our argument that the gang database's lack of providing notice to individuals of their inclusion in the database and any opportunity to challenge their gang designation violates the Due Process Clause to the U.S. Constitution. In conducting her research, Natalie analyzed the very complex "stigma plus" due process doctrine and drafted a clear and concise memorandum applying the doctrine to the Boston gang database that included a thorough analysis of case law from the First Circuit, District of Massachusetts, Massachusetts state courts, and jurisdictions across the United States. Natalie was also tasked with researching and drafting the section of the memorandum addressing complex procedural issues surrounding potential plaintiffs, including determining whether and how community-based organizations may have standing as plaintiffs under the legal standards of organizational and associational standing.

Given Natalie's excellent work on the gang database project, I asked her to join another project analyzing the possibility of bringing a lawsuit challenging immigration detention conditions of confinement in Massachusetts. Natalie took the lead analyzing potential legal claims challenging the significant difficulties that detained immigrants have communicating with their attorneys and families to help litigate their cases, especially during the COVID-19 pandemic.

Hills Clerkship Letter Page 2 of 2

Those challenges include restrictions on telephone access, videoconferencing, and in-person visits. Although she only was on the project for a few weeks, Natalie quickly put together an excellent draft analyzing potential claims under the Due Process Clause and the Immigration and Nationality Act.

Overall, Natalie has very strong analytical skills, including an ability to think creatively about the application of law to fact that will make her an excellent law clerk and effective advocate. She consistently demonstrated strong research skills as well and had a clear ability to find and distill relevant authority in furtherance of her analysis. She also had very strong writing skills – her writing was always well-organized, clear, and concise, and she paid appropriate attention to detail with respect to formatting requirements and citation. In short, Natalie possesses the intellect and skill to be an excellent law clerk and attorney.

Of all the students I have had the chance of working with at Harvard Law School, Natalie's legal research and writing skills have undoubtedly been one of the best. But what has made her truly stand out is Natalie's ability to effectively communicate and collaborate with her supervisors and classmates. Throughout the semester, Natalie and her clinic partners would meet with me weekly, and she stood out for being extremely well-prepared for every meeting and having a keen ability to orally synthesize complex legal arguments, quickly pick up on the nuances of the issues, and ask thoughtful questions leading to important and enlightening conversations that furthered her own research as well as the projects as a whole. She was also always very respectful and willing to help her clinic partners with whatever tasks need to get completed. Natalie's intellect, professionalism, and strong inter-personal skills demonstrate her potential to become an exceptional law clerk.

I know first-hand that Natalie would bring so much as a law clerk for your chambers. As a former law clerk myself to the U.S. Court of Appeals for the First Circuit and the U.S. District Court for the District of Massachusetts, I also know that she has the legal skills and demeanor to be an excellent clerk. I give her my strongest recommendation.

Sincerely,

Sameer Ahmed Clinical Instructor

I AL

Harvard Immigration and Refugee Clinical Program

Harvard Law School

(617) 384-0088

sahmed@law.harvard.edu

Applicant Details

First Name **Thomas** Last Name Hislop Citizenship Status U. S. Citizen **Email Address** tch371@nyu.edu

Address **Address**

Street

205 N. 7th St. #1B

City Brooklyn State/Territory New York

Zip 11211 Country **United States**

Contact Phone Number 6179978817

Applicant Education

BA/BS From **University of Michigan-Ann Arbor**

Date of BA/BS April 2017

JD/LLB From **New York University School of**

Law

https://www.law.nyu.edu

Date of JD/LLB May 17, 2022

School does not rank Class Rank

Law Review/Journal Yes

New York University Law Review Journal(s)

Moot Court Experience No

Bar Admission

Prior Judicial Experience

Judicial Internships/Externships No Post-graduate Judicial Law

Clerk

No

Specialized Work Experience

Recommenders

Kaufman, Emma emma.kaufman@nyu.edu 212-998-6250 Milgram, Anne anne.milgram@nyu.edu (212) 992-8832 Friedman, Barry barry.friedman@nyu.edu 212-998-6293

This applicant has certified that all data entered in this profile and any application documents are true and correct.

Thomas Hislop 205 N. 7th St., #1B Brooklyn, NY 11211

December 12, 2021

The Honorable Michael P. Shea United States District Court for the District of Connecticut Abraham Ribicoff Federal Building and United States Courthouse 450 Main Street, Room 623 Hartford, CT 06103-3022

Dear Judge Shea:

I am writing to apply for a clerkship in your chambers for the 2023-24 term. I am a third-year law student at New York University School of Law and a Notes Editor for the *New York University Law Review*. If I were selected for this opportunity, I would plan to work at Davis Polk & Wardwell LLP in New York before the clerkship begins. As a native of Massachusetts, I am especially interested in clerking in New England. I hope to eventually practice as an attorney and devote my career to public service in the region.

Enclosed in my application, please find a copy of my resume, writing sample, law school transcript, and undergraduate transcript. I wrote the writing sample, which considers a New York City administrative code violation, while interning with the New York City Law Department's Affirmative Litigation division. The memorandum received minor edits from a supervising attorney at the Law Department.

Letters of recommendation from New York University Professors Friedman (212-998-6293), Emma Kaufman (212-998-6250), and Anne Milgram (212-992-8832) will be sent separately. I serve as a research assistant for Professor Friedman, supporting his work with the American Law Institute on its Principles of Policing Project. I served as a teaching assistant for Professor Kaufman's Legislation and the Regulatory State course. I took part in Professor Milgram's local prosecution externship, through which I interned with the Brooklyn District Attorney's Office.

Thank you for your time and consideration. Please let me know if I can provide any additional information or if you have any questions. I can be reached by phone at 617-997-8817, or by email at tch371@nyu.edu.

Respectfully, Thomas Hislop Candidate for Juris Doctor 2022

THOMAS C. HISLOP

205 N. 7th St., #1B | Brooklyn, NY 11211 (617) 997-8817 | tch371@nyu.edu

EDUCATION

NEW YORK UNIVERSITY SCHOOL OF LAW, New York, NY

Candidate for J.D., May 2022 Unofficial GPA: 3.80

Honors: Florence Allen Scholar (Top 10% of class after four semesters)

New York University Law Review, Notes Editor and Alumni Chair

Activities: Teaching Assistant, Professor Emma Kaufman, Legislation and the Regulatory State

U.S. Attorney's Office for the Southern District of New York, Legal Intern (Spring 2022)

Brooklyn District Attorney's Office, Legal Intern (Spring 2021)

UNIVERSITY OF MICHIGAN, Ann Arbor, MI

B.A. in Public Policy, with Distinction, May 2017

Cumulative GPA: 3.87

Focus Area: The Effect of Current Education Policy on Future Economic Outcomes

Honors: Phi Beta Kappa

James B. Angell Scholar (Three consecutive terms achieving an "A" record in each class)

William J. Branstrom Freshman Prize (Top 5% of freshman class)

Activities: Central Student Government, Elected Representative and Ethics Committee Chairman

EXPERIENCE

DAVIS POLK & WARDWELL LLP, New York, NY

Summer Associate, Summer 2021

Participated in all aspects of complex commercial litigation matters, including a major white collar investigation and an antitrust matter involving a multinational telecommunications company. Wrote a client memorandum on the implied certification theory of liability under the False Claims Act. Researched and drafted a section of a brief for a pro bono false arrest matter. Prepared firm partner for a Senate confirmation hearing.

PROFESSOR BARRY FRIEDMAN, NYU SCHOOL OF LAW, New York, NY

Research Assistant, February 2021 - Present

Researched and drafted memoranda on the federal government's role in local law enforcement in support of the American Law Institute's Principles of Policing project. Edited and cite-checked the project's chapter on the promotion of sound policing practices within law enforcement agencies.

NYC LAW DEPARTMENT, New York, NY

Summer Honors Intern, Affirmative Litigation Division, Summer 2020

Researched and drafted memoranda for municipal attorneys on ongoing and potential litigation, including issues related to the state appropriations process and policing accountability. Worked closely with the Corporation Counsel to integrate research on adverse childhood experiences into the Department's juvenile justice processes.

HURON CONSULTING GROUP, Chicago, IL

Higher Education Strategy & Operations Consulting Associate, June 2017 – May 2019

Partnered with universities to identify and address the strategic, financial, and operational challenges they face, working closely with leadership to develop solutions that fit their unique needs.

CHARLIE BAKER, GOVERNOR OF MASSACHUSETTS, Boston, MA

Executive Office and Campaign Intern, Summers 2014 and 2015

Developed microtargeting strategies that identified key demographics based on previous voting tendencies, which was later lauded as a significant factor in the Governor's narrow 40,000 vote victory.

ADDITIONAL INFORMATION

Volunteered with the Pennsylvania Democratic Party's voter protection team for the 2020 election. Went backpacking across South America for three months prior to enrolling in law school. Enjoy hiking and sailing.

Name: Print Date: Student ID: Institution ID: Page: Thomas C Hislop 06/11/2021 N14909498 002785 1 of 1

New York University Beginning of School of Law Record

	Fall 2019								
School of Law Juris Doctor Major: Law									
Lawyering (Year)		LAW-LW 10687	2.5	CR					
Instructor:	Shirley Lin								
Criminal Law		LAW-LW 11147	4.0	A-					
Instructor:	Rachel E Barkow								
Procedure		LAW-LW 11650	5.0	Α					
Instructor:	Burt Neuborne								
Contracts		LAW-LW 11672	4.0	В					
Instructor:	Clayton P Gillette								
1L Reading Group		LAW-LW 12339	0.0	CR					
Topic: Polic	ing the Big City								
Instructor:	Barry E Friedman								

Instructo	r: Barry E Friedman		
	-	<u>AHRS</u>	EHRS
Current		15.5	15.5
Cumulative		15.5	15.5

Spring 2021

School of Law Juris Doctor Major: Law			
Corporations	LAW-LW 10644	4.0	A +
Instructor: Stephen J Choi			
Teaching Assistant	LAW-LW 11608	2.0	CR
Instructor: Emma M Kaufm	nan		
Local Prosecution Externship	LAW-LW 12452	3.0	CR
Instructor: Anne M Milgran	า		
Evan Sean Krut	oy		
Local Prosecution Externship Semina	ar LAW-LW 12453	2.0	Α
Instructor: Anne M Milgran	า		
Evan Sean Krut	oy		
Science and the Courts	LAW-LW 12668	2.0	Α
Instructor: Jed S Rakoff			
	<u>AHRS</u>	EH	<u>IRS</u>
Current	13.0	1	3.0
Cumulative	56.0	5	6.0
Allen Scholar-top 10% of students in	the class after four semesters		
Staff Editor - Law Review 2020-2021			

End of School of Law Record

Spring 2020

School of Law Juris Doctor Major: Law

Due to the COVID-19 pandemic, all spring 2020 NYU School of Law (LAW-LW.) courses were graded on a mandatory CREDIT/FAIL basis.

Constitutional Law	LAW-LW 10598	4.0 CR
Instructor: Kenji Yoshino Lawyering (Year)	LAW-LW 10687	2.5 CR
Instructor: Shirley Lin Legislation and the Regulatory State Instructor: Emma M Kaufman	LAW-LW 10925	4.0 CR
Torts Instructor: Barry E Adler	LAW-LW 11275	4.0 CR
1L Reading Group Topic: Policing the Big City	LAW-LW 12339	0.0 CR
Instructor: Barry E Friedman Financial Concepts for Lawyers	LAW-LW 12722 AHRS	0.0 CR EHRS
Current Cumulative	14.5 30.0	14.5 30.0
Fall 2020		
School of Law Juris Doctor Major: Law		
Criminal Procedure: Fourth and Fifth Amendments Instructor: Stephen J Schulhofer	LAW-LW 10395	4.0 A-
Complex Federal Investigations Seminar Instructor: James Orenstein	LAW-LW 11517	2.0 A
Property Instructor: William E Nelson	LAW-LW 11783	4.0 A-
First Amendment Seminar Instructor: Burt Neuborne	LAW-LW 11824	2.0 A
Directed Research Option B Instructor: Barry E Friedman	LAW-LW 12638	1.0 A
Current Cumulative	AHRS 13.0 43.0	EHRS 13.0 43.0
Cultulative	43.0	43.0

TRANSCRIPT ADDENDUM FOR NYU SCHOOL OF LAW JD & LLM STUDENTS

I certify that this is a true and accurate representation of my NYU School of Law transcript.

Grading Guidelines

The following guidelines represent NYU School of Law's current guidelines for the distribution of grades in a single course. Note that JD and LLM students take classes together and the entire class is graded on the same scale.

A + = 0-2%	A = 7-13%	A- = 16-24%						
B+ = 22-30%	B = Remainder	B- = 0-8% (First-Year JD); 4-11% (All other JD and LLM)						
C/D/F = 0-5%	CR = Credit	IP = In Progress						
EXC = Excused	EXC = Excused FAB = Fail/Absence FX = Failure for cheating							
*** = Grade not yet submitted by faculty member								
Maximum for A tier = 31%; Maximum grades above B = 57%								

The guidelines for first-year JD courses are mandatory and binding on faculty members. In all other cases, they are advisory but strongly encouraged. These guidelines do not apply to seminar courses, defined for this purpose to mean any course in which there are fewer than 28 students taking the course for a letter grade.

NYU School of Law does not rank students and does not maintain records of cumulative averages for its students. For the specific purpose of awarding scholastic honors, however, unofficial cumulative averages are calculated by the Office of Records and Registration. The Office is specifically precluded by faculty rule from publishing averages and no record will appear upon any transcript issued. The Office of Records and Registration may not verify the results of a student's endeavor to define his or her own cumulative average or class rank to prospective employers.

Scholastic honors for JD candidates are as follows:

Pomeroy Scholar: Top ten students in the class after <u>two</u> semesters

Butler Scholar: Top ten students in the class after <u>four</u> semesters

Florence Allen Scholar: Top 10% of the class after four semesters

Florence Allen Scholar: Top 10% of the class after <u>four</u> semesters Robert McKay Scholar: Top 25% of the class after four semesters

Named scholar designations are not available to JD students who transferred to NYU School of Law in their second year or to LLM students.

Missing Grades

A transcript may be missing one or more grades for a variety of reasons, including: (1) the transcript was printed prior to a grade-submission deadline; (2) the student has made prior arrangements with the faculty member to submit work later than the end of the semester in which the course is given; and (3) late submission of a grade. Please note that an In Progress (IP) grade may denote the fact that the student is completing a long-term research project in conjunction with this class. NYU School of Law requires students to complete a Substantial Writing paper for the JD degree. Many students, under the supervision of their faculty member, spend more than one semester working on the paper. For students who have received permission to work on the paper beyond the semester in which the registration occurs, a grade of IP is noted to reflect that the paper is in progress. Employers desiring more information about a missing grade may contact the Office of Records & Registration (212-998-6040).

Class Profile

The admissions process for all NYU School of Law students is highly selective and seeks to enroll individuals of exceptional ability. The Committee on Admissions selects those candidates it considers to have the very strongest combination of qualifications and the very greatest potential to contribute to the NYU School of Law community and the legal profession. The Committee bases its decisions on intellectual potential, academic achievement, character, community involvement, and work experience. For the Class entering in Fall 2020 (the most recent entering class), the 75th/25th percentiles for LSAT and GPA were 172/167 and 3.9/3.7. Because of the breadth of the backgrounds of LLM students and the fact that foreign-trained LLM students do not take the LSAT, their admission is based on their prior legal academic performance together with the other criteria described above.

Updated: 9/14/2020

THE UNIVERSITY OF MICHIGAN - ANN ARBOR

Unofficial Transcript - Not an Official Transcript

Hislop, Thomas Christian

UM ID: 18070852 UIC: 6880183473

Unigname: THHISLOP

Page 1 Date: May 25, 2021

								Winter 2014		Undergraduate L S & A	Grade	Hours	MSH	CTP	MHF
Citizen: U.S. (Sitizen							ACABS	277	Lnd Israel-Palestine	A	4.00	4.00	4.00	16.00
								EARTH	125	Evol&Extinctn	A	3.00	3.00	3.00	12.00
Hislop, Thoma	s Christia	n	(617) 997-88	817				ECON	101	Principle Econ I	В	4.00	4.00	4.00	12.00
1405 N. Wells	St.							ECON	108	Intro Micro	CR	1.00	0.00	1.00	0.00
Chicago, IL 6	0610									Honors					
United States										Economic Analysis Through					
										Service Learning					
		Hobsenthy of Michigan	Danzana A	anda d				SPANISH	102	Elementary	A	4.00	4.00	4.00	16.0
		University of Michigan	Degrees Aw	arded				Term Total		GPA: 3.733		16.00	15.00	16.00	56.0
0-1		D. Alla Dallan						Cumulative T	otal	GPA: 3.870			31.00	38.00	120.0
School/Colleg	18;	Public Policy													
Major:		Public Policy						Fall 2014		Undergraduate L S & A	Grade	Hours	MSH	CTP	MH
Degree:		Bachelor of Arts, With Dis	tinction					ECON	102	Principle Econ II	A	4.00	4.00	4.00	16.0
Awarded:		27-Apr-2017						PHIL	297	Honors-Introd	A-	3.00	3.00	3.00	11.1
								75-327TH	707400	Honors	7.61		(24,00)		1.70000
		TO THE STATE OF TH						PUBHLTH	200	HIt&Society:Intro PH	Α-	4.00	4.00	4.00	14.8
Fall 2013		Undergraduate L S & A	Grade	Hours	MSH	CTP	MHP	PUBPOL	201	Systematic Thinking	A.	4.00	4.00	4.00	14.8
Transfer Tes		2012						Term Total		GPA: 3.780	350	15.00	15.00	15.00	56.7
Advance								Cumulative 1	otal	GPA: 3.841		664,000	46.00	53.00	176.7
ENGCMPTO		Departmental	Ţ	0.00	0.00	3.00	0.00	- Committee	Vill	GI (1, 0,04)			70.00		,,,,,,,
HISTART	102	Ren to Mod	T	0.00	0.00	3.00	0.00	Winter 2015		Undergraduate L S & A	Grade	Hours	MSH	CTP	MHF
Undergradua	101 58	Λ.						AOSS	102	Extreme Weather	A	3.00	3.00	3.00	12.00
Transfer Cre					0.00	6.00	0.00	POLISH	331	Poland in Mod World	A	4.00	4.00	4.00	16.0
Translet Gre	un Mece	piedi			0.00	0.00	0.00	POLSCI	140	Int Compar Pol	A	4.00	4.00	4.00	16.0
Fall 2013		Undergraduate L S & A	Grade	Hours	MSH	CTP	MHP	STATS	250	Intr Stat&Data Anlys	A	4.00	4.00	4.00	16.00
GTBOOKS	191	Honrs Grt Bks	17.00	4.00	4.00	4.00	16.00	Term Total	200	GPA: 4.000	-0	15.00	15.00	15.00	60.00
GIBOOKS	191	Honors	A	4.00	4.00	4.00	10.00	Cumulative 1	letel	GPA: 3.880		13.00	61.00	68.00	236.7
HISTORY	365	New York Modern	Α	4.00	4.00	4.00	16.00	Cumulauve	Otal	GFA. 3,000			01.00	00.00	230.70
nia i urti	300	Honors	'n	4.00	4.00	4.00	10.00	Spring 2015		Undergraduate L S & A	Grade	Hours	MSH	CTP	MH
POLSCI	311	Intro Amer Pol	*	4.00	7.00	4.00	16.00	SPANISH	230	Intensive 2nd Yr	A.	8.00	8.00	8.00	29.60
	10.00		A		4.00	4.00		aryvian	230	CONTRACTOR OF THE PROPERTY OF THE PARTY OF T	W.	0.00	0.00	0.00	29.0
SPANISH	101	Elementary	A	4.00	4.00	4.00	16.00	Town Total		Argentina Study Abroad		0.00	0.00	0.00	20.00
Term Total		GPA: 4.000		16.00	16.00	16.00	64.00	Term Total	COLO.	GPA: 3.700		8.00	8.00	8.00	29.60
Cumulative 1	otal	GPA: 4.000			16.00	22.00	64.00	Cumulative 1	otal	GPA: 3.859			69.00	76.00	266.30
								Fall 2015		Undergraduate Public Policy	Grade	Hours	MSH	CTP	MHF
								Transfer Tes	t Credit						
								Advance	d Placer	nent					
								ENGCMPTO	101X	Departmental	T	0.00	0.00	3.00	0.00
								HISTART	102	Ren to Mod	T	0.00	0.00	3.00	0.00

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Page 2 Date: May 25, 2021

								Winter 2016		Undergraduate Public Policy	Grade	Hours	MSH	CTP	MHP
Fall 2015		Undergraduate Public Policy	Grade	Hours	MSH	CTP	MHP	ASTRO	142	Big Bang P/F	P	3.00	0.00	3.00	0.00
Transfer Cou	rse Cred	fit						ECON	325	Econ Education	B+	3.00	3.00	3.00	9.90
ACABS	201X	Departmental	Α	0.00	4.00	4.00	16.00			Upper Level Writing					
AOSS	102	Extreme Weather	Α	0.00	3.00	3.00	12.00			Requirement Satisfied					
EARTH	125	Evol&Extinctn	Α	0.00	3.00	3.00	12.00	HISTORY	282	Hist of the Economy	A+	4.00	4.00	4.00	16.00
ECON	101	Principle Econ I	В	0.00	4.00	4.00	12.00	PSYCH	401	Special Problems	A	2.00	2.00	2.00	8.00
ECON	102	Principle Econ II	Α	0.00	4.00	4.00	16.00			Research in Educational					
ECON	108	Intro Micro	CR	0.00	0.00	1.00	0.00			Settings					
GTBOOKS	191	Honrs Grt Bks	Α	0.00	4.00	4.00	16.00	PSYCH	457	Curr Topic Dev Psych	A	3.00	3.00	3.00	12.00
HISTORY	365	New York Modern	Α	0.00	4.00	4.00	16.00			Res Meth in Edu and Cross-cult					
PHIL	297	Honors-Introd	A-	0.00	3.00	3.00	11.10			Upper Level Writing					
POLISH	331	Poland in Mod World	Α	0.00	4.00	4.00	16.00			Requirement Satisfied					
POLSCI	111	Intro Amer Pol	Α	0.00	4.00	4.00	16.00	Term Total		GPA: 3.825		15.00	12.00	15.00	45.90
POLSCI	140	Int Compar Pol	A	0.00	4.00	4.00	16.00	Cumulative T	otal	GPA: 3.853			97.00	107.00	373.80
PUBHLTH	200	HIt& Society: Intro PH	Α-	0.00	4.00	4.00	14.80								
PUBPOL	201	Systematic Thinking	A-	0.00	4.00	4.00	14.80	Fall 2016		Undergraduate Public Policy	Grade	Hours	MSH	CTP	MHP
SPANISH	101	Elementary	A	0.00	4.00	4.00	16.00	PUBPOL.	475	Topics in Pub Pol	A	3.00	3.00	3.00	12.00
SPANISH	102	Elementary	A	0.00	4.00	4.00	16.00		1100	Poverty & Inequality		1	1	200	
SPANISH	230	Intensive 2nd Yr	A-	0.00	8.00	8.00	29.60	PUBPOL.	475	Topics in Pub Pol	Α	3.00	3.00	3.00	12.00
STATS	250	Intr Stat&Data Anlys	A	0.00	4.00	4.00	16.00			US Higher Ed System			4144		
		11100 1114 11111 S-2002 S-1040 C-0	4%	171,700	20000	809030	0.000000	Term Total		GPA: 4.000		6.00	6.00	6.00	24.00
Undergradua		100000						Cumulative T	otal	GPA: 3.862			103.00	113.00	397.80
Transfer Cre	dit Acce	pted:			69.00	76.00	266.30	5/5/10/04/04/04	350.0	. el. 6 mil 10 mil 1			(4554)	1.500	27/35/2
			0.80230	N270/2				Winter 2017		Undergraduate Public Policy	Grade	Hours	MSH	CTP	MHP
Fall 2015	000	Undergraduate Public Policy	Grade	Hours	MSH	CTP	MHP	EARTH	114	Global Warming	A	1.00	1.00	1.00	4.00
PUBPOL	320	Politics & Pub Pol	A	4.00	4.00	4.00	14.80	PUBPOL.	423	Pol Campaign Strateg	A	3.00	3.00	3.00	12.00
PUBPOL	330	Microeconomics	A	4.00	4.00	4.00	14.80	PUBPOL	495	Policy Seminar	A	4.00	4.00	4.00	16.00
PUBPOL	422	Cong&State Legis	A	4.00	4.00	4.00	16.00			US Social Policy					
PUBPOL	495	Policy Seminar	A	4.00	4.00	4.00	16.00	Term Total		GPA: 4.000		8.00	8.00	8.00	32.00
		Apology, Reconcil, Repar & PP		2003	Man	1012	1000	Cumulative T	otal	GPA: 3.872			111.00	121.00	429.80
Term Total		GPA: 3.850		16.00	16.00	16.00	61.60								
Cumulative 1	otal	GPA: 3.857			85.00	92.00	327,90	9							
								Academic St	atistics	for Undergraduate Public Policy			MSH	CTP	MHP
								Total to Date		GPA: 3.872			111.00	121.00	429.80
								1,000,00,000						-101070	
								Program Act		발생하면 하는 그 사람들은 사람들은 사람들은 사람들은 사람들이 되었다. 그렇게 얼마나 때					
									lic Polic	pletion of Program					
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									lic Polic						
								Academie St	atletter	for Undergraduate L S & A			MSH	CTP	MHP
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THE UNIVERSITY OF MICHIGAN - ANN ARBOR

Unofficial Transcript - Not an Official Transcript

Hislop, Thomas Christian

UM ID: 18070852 UIC: 6880183473

Unigname: THHISLOP

Page 3 Date: May 25, 2021

Program Action History: Lit, Sci, and the Arts UG Deg

09/07/2015 Discontinuation

LSA Undedared

09/07/2015 Discontinuation

Honors

05/23/2013 Plan Change

LSA Undeclared

05/23/2013 Plan Change

Honors

04/15/2013 Matriculation

LSA Undeclared

Honors, Non-Degree

12/20/2013 University Honors

03/16/2014 William J. Branstrom Freshman Prize

05/01/2014 University Honors

12/19/2014 University Honors

04/30/2015 University Honors

12/23/2015 University Honors

03/20/2016 James B. Angell Scholar

04/28/2016 University Honors

04/09/2017 Phi Beta Kappa

Academic Previous Experience

Buckingham Browne & Nichols Sc

MA, United States

High School Diploma

06/06/2013

End of Unofficial Transcript



New York University

A private university in the public service

School of Law

Emma Kaufman Assistant Professor of Law

40 Washington Square South New York, NY 10012-1099 Office: (212) 998-6250 Cell: (717) 514-2147

E-mail: emma.kaufman@nyu.edu

June 14, 2021

RE: Thomas Hislop, NYU Law '22

Your Honor:

I'm writing to recommend Thomas Hislop, who has applied for a clerkship in your chambers. Thomas is a stellar law student: a standout performer with top grades who's been tapped for coveted positions as a Teaching Assistant and a member of the *Law Review*. He's also warm, easy-going, and dependable. He would make an excellent law clerk.

I first met Thomas when he was a student in my 84-person course called Legislation and the Regulatory State (LRS). LRS, a required first-year course at NYU, can be challenging for many students. It is a crash course in statutory interpretation, structural constitutional law, and administrative law—full of tricky, unsettled doctrine and recent Supreme Court cases. LRS is a real conceptual departure for 1Ls who have been taking common-law courses like torts and criminal law, so it becomes a class where the most intellectually curious and serious students can rise to the occasion.

Thomas was a star. He sat in the second row, well-prepared and reliable but never over-zealous. Sometimes my sharpest students lack a certain self-awareness—volunteering too much, talking rather than listening, and so on. Thomas was not that he student. He clearly understood both the material and the collective enterprise of the classroom. He is, in other words, equal parts smart and mature.

I did not give Thomas a grade in my course because the COVID-19 pandemic began about three weeks into the semester. Given the uneven effects the sudden onset of the pandemic had on the 1L class, the law school switched to a pass-fail format for the semester. But I can say that Thomas excelled in LRS, so much that I asked him to be my Teaching Assistant the following year. I take TA hiring seriously, extending offers only to students who display both mastery of the subject and the sort of confidence and warmth that makes a good role model. Thomas has not disappointed. His work as a TA has been first-rate.

I'm not at all surprised to see Thomas doing equally well in other courses. His grades are excellent: one B in his first semester surrounded by A-range grades for two full years. This is no small feat at a law school where the students are smart and the curve is real, not to mention during two years defined by a global pandemic. Thomas continued to shine this semester, earning (among

Thomas Hislop, NYU Law '22 June 14, 2021 Page 2

other things) an A+ in Corporations, a tough and highly-subscribed course. To put that accomplishment into perspective, in large classes of more than 80 students, I sometimes give no A+s and sometimes give one.

In short, Thomas is the real deal. He's crisp, professional, and lawyerly in the best sense of the word. His work for you will be timely and correct, and he'll make your chambers easier to run. Having clerked for two years—first in the Southern District of New York, then on the D.C. Circuit—I appreciate the value of a dependable law clerk. Thomas would be precisely that sort of hire.

I know Thomas would learn a tremendous amount from working for you and I hope you'll take a serious look at his application. Please do not hesitate to reach out if I can offer any additional information.

Sincerely.

Elm Kuft-Emma Kaufman December 12, 2021

The Honorable Michael Shea Abraham Ribicoff Federal Building and United States Courthouse 450 Main Street, Room 623 Hartford, CT 06103-3022

Dear Judge Shea:

We write to highly recommend Thomas Hislop as a judicial clerk in your chambers.

We had the pleasure of teaching Thomas in our NYU Law Local Prosecution Externship during the spring semester of 2021. During this clinic, Thomas served as an intern with the Brooklyn District Attorney's Office. In this role, Thomas assisted prosecutors with serious, felony cases and was assigned his own individual misdemeanor case load. Thomas was responsible for handling all aspects of the prosecution of his misdemeanor cases, including working directly with police officers, witnesses, and victims of crime. Each week during class he shared with us the progress on the cases he worked on. As such, we can speak directly to his exceptional contributions to our clinic program as well as to his academic abilities and aptitude for future professional practice.

Thomas brought an intellectual curiosity, an unwavering positivity, and a warm sense of humor to our clinic discussions. Rather than just complete the tasks handed to him, Thomas was always asking questions to better understand the work of a criminal prosecutor. For instance, he was tasked with handling a theft from a jewelry store where a store employee, the critical witness, was hesitant to cooperate. Thomas thoughtfully explored the tension between the witness' concern about cooperating and the traditional goal of the criminal justice system to bring safety and justice to individuals and communities on behalf of the government. Our discussions about this case revealed Thomas's thoughtfulness when navigating thorny issues, and his willingness to face the complexities of the real world that criminal prosecutors are constantly called upon to navigate. It also spurred an engaging conversation among Thomas and his classmates, which enriched the learning experience of all.

In addition to exceling in the classroom, Thomas earned the respect and gratitude of the prosecutors that he partnered with in Brooklyn. The supervisors consistently praised his initiative and willingness to take on new assignments. Not surprisingly, Thomas's supervisor informed him at the conclusion of the semester that he had a full-time role waiting for him in the office if he ever wanted to return.

Thomas has a strong and genuine desire to enter into a career in public service after law school. He sincerely views the law as a tool for change and we believe Thomas's intellect, warm personality, and drive will enable him to be an exceptional judicial clerk and, later in his career, a dedicated public servant.

For all of these reasons, we are confident Thomas will not only succeed in your chambers but will also thrive as a law clerk. If we can provide additional information in support of Thomas's application, please do not hesitate to contact Evan Krutoy at 718-757-0834.

Sincerely,

Anne M. Milgram

Evan Krutoy



New York University

A private university in the public service

School of Law

40 Washington Square South, 317 New York, New York 10012-1099 Telephone: (212) 998-6293 Facsimile: (212) 995-4692 E-mail: barry.friedman@nyu.edu

Barry Friedman

Jacob D. Fuchsberg Professor of Law Affiliated Professor of Politics Faculty Director, Policing Project

RE: Thomas Hislop

Dear Judge,

I am writing on behalf of Thomas Hislop, who is applying to clerk in your chambers beginning in the fall of 2022 or any time thereafter. I've been fortunate to work with Thomas in a variety of settings, and in each his work has been highly self-motivated and uniformly impressive. I am delighted to recommend him to you in the highest of terms.

I first got to know Thomas as a 1L when he signed up for my small reading group, Policing the Big City. This is a course I co-taught with former NYPD Police Commissioner James O'Neill. Our 1L reading groups are designed to allow the 1Ls a non-graded opportunity to explore an topic that is law related, while getting to know some classmates and a professor in a more intimate way than the large classroom setting. We read a wide variety of materials and took a couple of field trips, the last one ending as the school and city shut down because of COVID.

Thomas was terrific in the 1L group. It was ungraded, but that had its advantages in that it allowed the students a chance to shine in a more relaxed atmosphere. Thomas was quietly confident, open to learning but deeply thoughtful, and a real motivator of discussion.

The next year, Thomas asked me to supervise a directed research paper on legal and political limits on presidential power under the Insurrection Act. The motivation for the paper was President Trump's suggestion that he might use military troops to quell distrubances in the wake of the killing of George Floyd in the spring of 2020. I told Thomas I was extremely reluctant to take this project on, as I had a number of extremely pressing commitments. He persisted in asking, including assuring me I would not have to do a lot of work and that he was self-motivated to get the project done. Eventually we agreed on a set of terms under which I would supervise the paper so long as he missed no deadlines and performed as promised.

I'll speak to how Thomas performed under our "contract" in a moment, but first a word on the paper itself, because it bears substantially on the traits required of a clerk. The paper stands as testament to the fact that Thomas is an excellently clear writer and an A+ researcher. I had my suggestions along the way as to directions, and did some of the usual editing to reinforce good writing etiquette. But rarely do I see early 2L writing cross my desk that was as polished and clear as Thomas's. I was impressed to watch him run down every rabbit hole ensuring he had

Page 2

covered the field. And the paper is smart, which is evident as well from Thomas's grades, which must put him near the top of the class.

But in addition to these essentials, Thomas made good on every commitment to me. His professionalism then, and since then in the work we have done together, is remarkable. He is incredibly self-motivated, and does precisely what it is he says he will do. He is utterly reliable, again to a degree I all too rarely see.

Thomas crossed my doorstep yet again this spring. I am the Reporter for an American Law Institute project, Principles of the Law: Policing. One of Thomas's friends was working with me on that project, and asked if I needed help. I said I was not sure (at the moment I wasn't, though it became clear quickly we had a lot of work to do). Despite my brush off, Thomas wrote asking to work with me. Thomas is, in the best of ways, persistent, and also steps up.

Thomas is working on a principle regarding the federal government's role in local policing. The work has required of him both a chunk of doctrinal research, but also a lot of learning of the practicality of policing and what the DOJ does or does not do. His work has been, in a word, fantastic. He's exhibited capability well beyond what I expect of even 3Ls working on this project, and once again with a huge amount of self-motivation. Where I want research, Thomas comes forward with impeccably organized notes. Although I did not ask for drafting, he takes a shot and often succeeds. All the work comes to me ready for me to bust through it, doing the drafting I need to do (and often accepting his own).

I'd hire Thomas for anything. I wish I could clone him, to be honest. A retinue of Thomases and my work would be a breeze. He's super smart, hugely capable, a terrific writer.

And, he's a great person. He's funny, in a quiet but evident way that keeps me smiling. He's dependable, so I never have to worry about the work. He's steadfast and unperturbed by deadlines. Thomas is going to work eventually in the criminal justice system, likely as a prosecutor, and has some political aspirations, back home in the Boston area. I'm sure he will accomplish whatever he sets out to do.

In short, I have huge respect for Thomas and urge you to interview him. I'm sure you will like him, and I'd be surprised if you do not hire him.

I'd be happy to answer any further questions.

Best regards,

Barry Friedman

Applicant Details

First Name
Last Name
Citizenship Status

Noel
Hudson
U. S. Citizen

Email Address <u>noelhud@live.unc.edu</u>

Address Address

Street

194 Cedar Elm Rd

City Durham State/Territory North Carolina

Zip
27713
Country
United States

Contact Phone Number 9194184684

Applicant Education

BA/BS From Meredith College

Date of BA/BS May 2017

JD/LLB From University of North Carolina School of

Law

https://law.unc.edu/

Date of JD/LLB May 7, 2022

Class Rank 33%
Law Review/Journal Yes

Journal(s) International Law Journal

Law Review

Moot Court Experience No

Bar Admission

Prior Judicial Experience

Judicial Internships/

Externships

Yes

Post-graduate Judicial Law Clerk No

Specialized Work Experience

Recommenders

Everett, Luke Imeveret@email.unc.edu Gurvich, Rachel gurvich@email.unc.edu Bennardo, Kevin bennardo@unc.edu 919-445-8843

This applicant has certified that all data entered in this profile and any application documents are true and correct.

NOEL HUDSON

194 Cedar Elm Road, Durham, NC 27713 | 919-418-4684 | noelhud@live.unc.edu | linkedin.com/in/noel-hudson

April 8, 2022

The Honorable Michael P. Shea United States District Court for the District of Connecticut Abraham Ribicoff Federal Building United States District Court 450 Main Street Hartford, CT 06103

Dear Judge Shea:

I am a third-year student at the University of North Carolina School of Law, and I am writing to apply for a clerkship in your chambers for the 2023-2024 term. As an aspiring litigator with strong practical legal skills and judicial internship experience, I am confident that I would be a valuable addition to your chambers.

Through my academic and work experiences, I have developed advanced legal research, writing, and communication skills that enable me to excel as a law clerk. During my first year of law school, I earned the Gressman & Pollitt Oral Advocacy Award based on the strength of my legal analysis and oral advocacy. As a summer associate at two firms last summer, I performed in-depth legal research in a myriad of subject areas including healthcare, real estate, and tax law. I also authored position statements that were submitted to the EEOC. In addition, through my experiences on the *North Carolina Law Review* and *International Law Journal*, I strengthened my editing skills while accurately completing detailed cite checks on a deadline. I recently externed at the Wake County District Attorney's Office conducting and assisting in misdemeanor trials, working productively with public defenders, and representing the State in various motions.

Upon entering law school, I sought to gain practical experience in the judicial system. As an intern for Judge Keith Gregory after my first year of law school, I helped prepare for oral argument as part of numerous three-judge panels. For just one panel, I read over 1,000 pages of briefs, completed independent research, and engaged in a mock argument with Judge Gregory. I researched the relevant law and digested all the arguments in a single weekend. I thoroughly enjoyed working in a trial court setting, and that experience solidified my desire to gain more judicial experience. I knew I would gain a new perspective on litigation by working at an appellate court, so I externed with Judge Chris Dillon at the North Carolina Court of Appeals. As Judge Dillon's extern, I not only bolstered my legal research and writing skills, but I gained insight into which legal strategies are effective at the trial level through an appellate review lens. Further, the Court of Appeals was a fast-moving court where I juggled multiple bench briefs with competing deadlines, and I became comfortable producing high-quality work under strict time constraints. I hope to continue my judicial experience after I graduate by serving as a law clerk.

My resume, unofficial transcripts, writing sample, and letters of recommendation from Professors Kevin Bennardo, Luke Everett, and Rachel Gurvich are attached. Thank you for your consideration.

Respectfully, MiRL Hudson

Noel Hudson

Attachments

NOEL HUDSON

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EDUCATION

University of North Carolina School of Law, Chapel Hill, NC

Juris Doctor, expected May 2022

GPA 3.57

- North Carolina Law Review, Staff Member
- North Carolina Journal of International Law, Notes & Comments Editor
- Women in Law, Vice President
- Gressman & Pollitt Oral Advocacy Award
- Recipient of merit-based scholarship
- Pro bono projects: (1) assisted refugees applying for humanitarian parole; (2) reviewed license restoration documents; (3) called Legal Aid clients concerning expunction opportunities.

Meredith College, Raleigh, NC

Bachelor of Arts, Interpersonal and Mass Media Communication, Minors: Spanish and Professional Writing, May 2017 GPA: 4.0; Honors Program

- Presidential Full-Tuition Scholarship Recipient
- Thesis: How Couples Communicate Via Social Media
- Kappa Nu Sigma Honors Society, President
- Communication Club, President
- Meredith Herald, Contributing Writer

EXPERIENCE

Wake County District Attorney's Office | Raleigh, NC

Student Extern | January - March 2022

- Conducted and assisted in misdemeanor trials in District Court
- Represented the State in multiple motions and proceedings

Hon. Chris Dillon, North Carolina Court of Appeals | Raleigh, NC

Judicial Extern | August – November 2021

- Researched and authored bench briefs for a variety of criminal and civil matters
- Drafted a judicial opinion for publication

Gardner Skelton | Charlotte, NC

Summer Associate | June – August 2021

- Completed legal research regarding healthcare issues, such as COVID-19 protocols in long-term care facilities and significance of certain clauses in physician employment agreements
- Prepared position statements that were submitted to the EEOC

Adams Howell | Raleigh, NC

Law Clerk | May - June 2021

- Drafted appellee brief regarding upset bid filing dispute in light of COVID-19 emergency order filing extensions
- Assisted in mediation concerning commercial real estate dispute

Hon. Keith Gregory, North Carolina Superior Court | Raleigh, NC

Judicial Intern | June – August 2020

- Researched and analyzed statutes and case law and drafted memorandum concerning felon disenfranchisement
- · Aided in preparation for oral arguments before three-judge panels and observed multiple trial-level proceedings

Richard Daugherty, Attorney at Law | Chapel Hill, NC

Legal Intern | April – July 2020

- Wrote demand letters, position statements, and rebuttal documents, and conducted client interviews via telephone
- Researched cutting-edge issues in employment law in various cases and statutes

SKILLS AND INTERESTS

Advanced certifications in Google Analytics; active member, Providence Church; flag football; hiking; growing orchids



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL SCHOOL OF LAW

O 919-962-5106 | **F** 919-962-1170

Van Hecke-Wettach Hall | Campus Box 3380 160 Ridge Road | Chapel Hill, NC 27599-3380 law.unc.edu

Unofficial Transcript

Note to Employers from the Career Development Office: Grades at the UNC School of Law are awarded in the form of letters (A, A-, B+, B-, C, etc.). Each letter grade is associated with a number (A = 4.0, A = 3.7, B = 3.0, B = 3

FALL 2019

Class	<u>Description</u>	<u>Units</u>	Grading	<u>Grade</u>	<u>Grade</u> <u>Points</u>
<u>LAW 201</u>	CIVIL PROCEDURE	4.00	Law - graded	A-	14.800
<u>LAW 204</u>	CONTRACTS	4.00	Law - graded	A-	14.800
LAW 209	TORTS	4.00	Law - graded	B+	13.200
<u>LAW 295</u>	RES, REAS, WRIT, ADVOC I	3.00	Law - graded	A-	11.100

SPRING 2020

Class	<u>Description</u>	<u>Units</u>	Grading	Grade	Grade Points
LAW 205	CRIMINAL LAW	4.00	Law - P/F	PS	
LAW 207	PROPERTY	4.00	Law - P/F	PS	
LAW 234A	CONSTITUTIONAL LAW	4.00	Law - P/F	PS	-
LAW 296	RES, REAS, WRIT, ADVOC II	3.00	Law - P/F	PS	

FALL 2020

Class	<u>Description</u>	<u>Units</u>	Grading	<u>Grade</u>	Grade Points
LAW 206	CRIM PRO INVESTIGATION	3.00	Law - graded	B+	9.900
LAW 220	ADMINISTRATIVE LAW	3.00	Law - graded	B+	9.900
LAW 242	EVIDENCE	4.00	Law - graded	В	12.000
LAW 336	APPELLATE ADVOCACY	3.00	Law - graded	A-	11.100

SPRING 2021

Class	<u>Description</u>	<u>Units</u>	Grading	<u>Grade</u>	Grade Points
LAW 228	BUSI ASSOCIATIONS	4.00	Law - graded	A	16.000
<u>LAW 266</u>	PROF RESPONSIBILITY	2.00	Law - graded	A	8.000
LAW 267T	ADVANCED LEGAL RESEARCH	3.00	Law - graded	A-	11.100
LAW 529	WRITING FOR PRACTICE	2.00	Law - graded	A	8.000
LAW 280	INCOME TAXATION	4.00	Law - graded	B+	13.200

FALL 2021

Class	<u>Description</u>	<u>Units</u>	Grading	<u>Grade</u>	Grade Points
LAW 211	TRADEMARK LAW	3.00	Law - graded	A	12.000
LAW 246	FED JURISDICTION	3.00	Law - graded	B+	9.900
LAW 401	EXTERNSHIP PROGRAM	3.00	Law - P/F	Р	
<u>LAW 558</u>	BLACK LIVES MATTER AND THE LAW	.50	Law - P/F	P	
LAW 461	APPLIED LEGAL CONCEPTS I	2.00	Law - P/F	Р	
LAW 280	CONSUMER PRIVACY LAW	1.00	Law - graded	A-	3.700

Student Name: Noel Hudson Cumulative GPA: 3.57